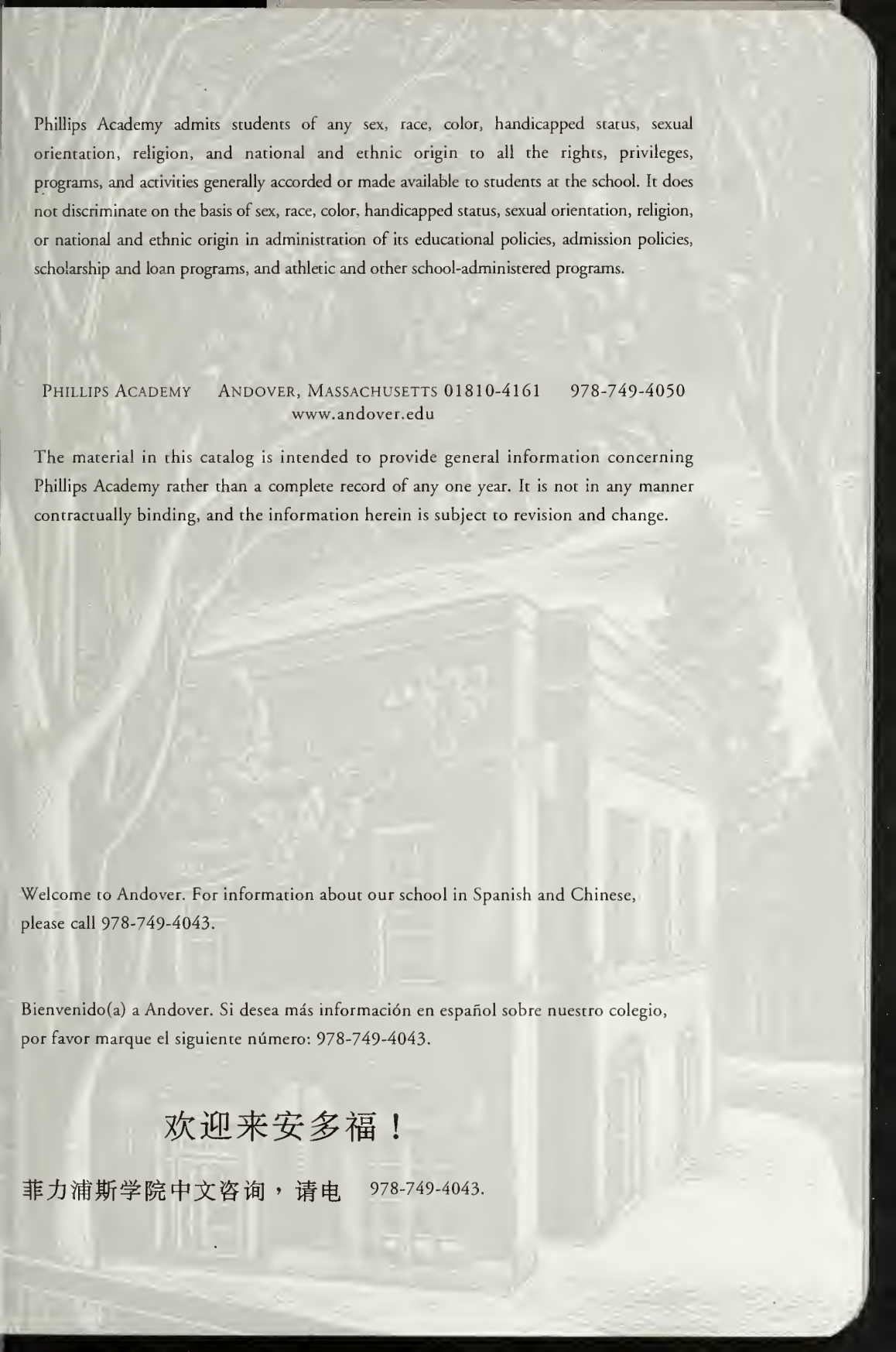


ANDOVER



This book belongs to:



Phillips Academy admits students of any sex, race, color, handicapped status, sexual orientation, religion, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of sex, race, color, handicapped status, sexual orientation, religion, or national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

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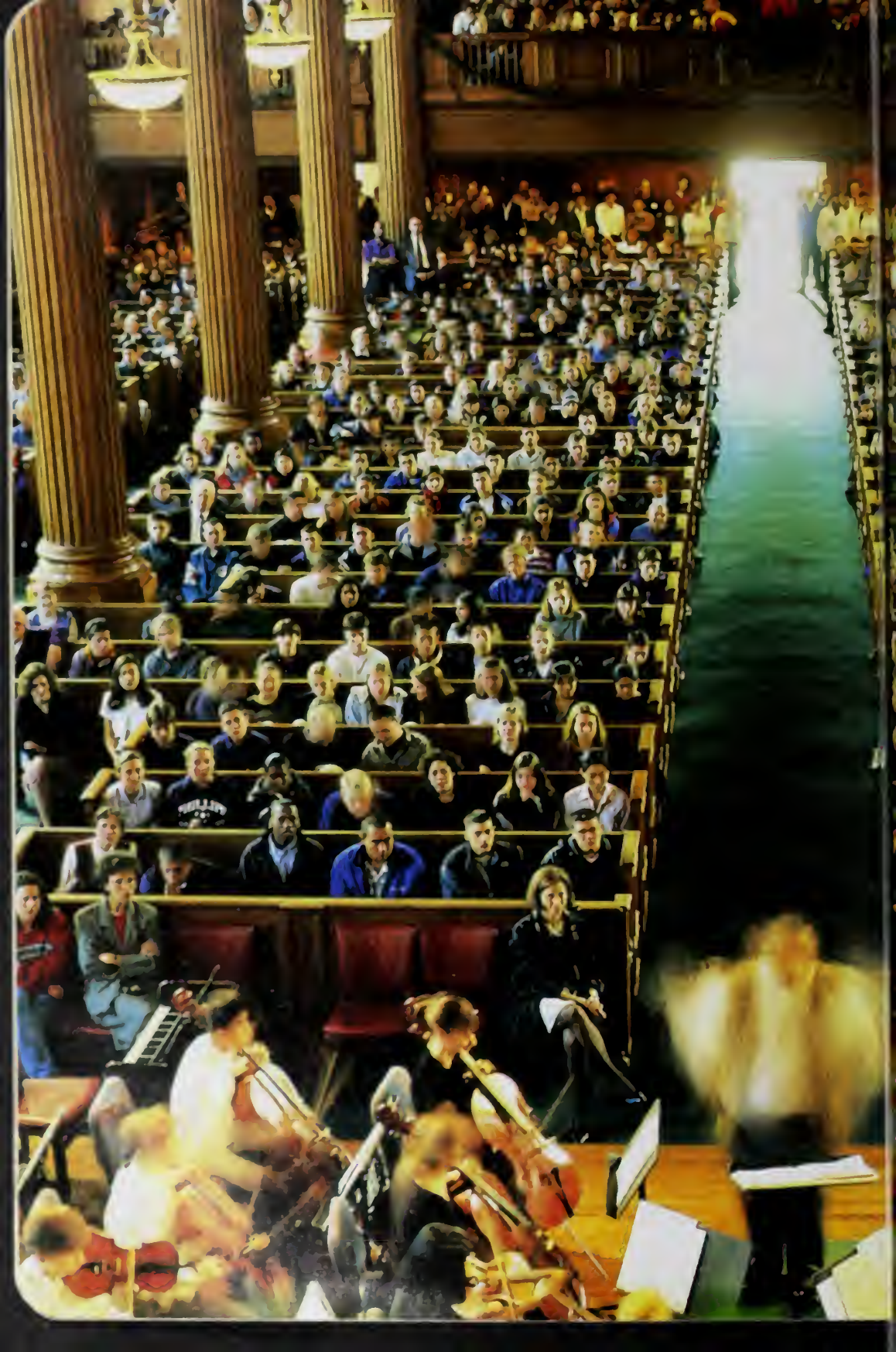
The material in this catalog is intended to provide general information concerning Phillips Academy rather than a complete record of any one year. It is not in any manner contractually binding, and the information herein is subject to revision and change.

Welcome to Andover. For information about our school in Spanish and Chinese, please call 978-749-4043.

Bienvenido(a) a Andover. Si desea más información en español sobre nuestro colegio, por favor marque el siguiente número: 978-749-4043.

欢迎来安多福！

菲利浦斯学院中文咨询，请电 978-749-4043.





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PART ONE: WELCOME TO ANDOVER



9

"I heard this absolutely wonderful story about a young man from a rural area in Oregon, Jeremy Kurzyniec, whose seventh-grade teacher noticed how bright and capable he was, and how interested in learning. The teacher followed Jeremy's progress, told him and his parents about Andover, and helped get Jeremy an application. It turns out the teacher was an Andover graduate, as were his father and grandfather.

"Meanwhile, in East Los Angeles, a school counselor was impressed in much the same way with a student named Diana Lopez. Diana's family, though, didn't want her to go to a school so far away from home. But the family listened to the counselor and visited Andover, and after a day or two on campus, Diana's father said, 'OK. Now I want to go, too.' Diana loves languages. She's studied Spanish and now Italian. I think about the diversity in just those two students, who had never heard of this place—and the impact of two teachers who care about young people."

—Barbara Landis Chase, Head of School

"I chose Andover because I wanted a challenge. I live in a small town in Montana. At home I was the top student in all my classes without working, but I wasn't learning much. I wanted to set my sights higher."

—Isaac Oppen '06, Lewistown, Mont.

GREETING FROM THE HEAD OF SCHOOL

Barbara Lando, Chair



In our contemporary world, there are few places that provide a strong sense of community to the people who live and work in them. Phillips Academy students and faculty have found just such a place. The author John Gardner writes, "The traditional community could boast generations of history and continuity. Only a few communities today can hope to enjoy any such

heritage." Andover's 229-year history creates the kind of continuity that is, indeed, rare in American secondary schools or in institutions of any kind. We invite you to experience this community as you come to know Andover through the process of applying for admission.

Andover was founded during the American Revolution on the principle that it would be open to "Youth from every quarter" and with the motto *non ahi* which means "not for one's self." These ideas, which we are re-dedicating ourselves to this year, have created a shared culture of respect for and service to others that has endured for two centuries.

Today, we are proud of an \$11.7 million financial aid commitment which helps to make those ideals a reality for more than 40 percent of our students. Students at Andover do indeed come "from every quarter" of the globe and society. In September 2006, more than 300 new students will join the Andover community from places including Arizona and Louisiana, West Virginia and South Dakota, Bahrain and Hungary. They will be welcomed by returning students who hail from California and Canada, Kazakhstan and Kenya, Maine and Michigan. Once here, they immerse themselves in activities that are rarely available at the high school level. For example, students may study organic chemistry in a new state-of-the-art science center, Chinese language and culture, or architecture as they may act in a theatre production under the direction of a Broadway playwright, study writing with published and award-winning authors, join the fencing or Ultimate Frisbee team, write for the nation's oldest secondary school newspaper, or participate in world-class math and science competitions.

In all this, students are guided by faculty members who are immensely talented and committed to their fields. They are accomplished authors, poets, athletes, scientists, mathematicians, linguists, historians, musicians, and, above all, mentors to their students.

We are now challenging ourselves to find exceptional students in places we may not have explored before; to reassess our academic program to ensure its flexibility and rigor; and to recruit and retain the most talented faculty, who inspire young people seeking their knowledge and guidance. We strive to bring the world to this very American institution so that our students will one day be prepared to give back as global citizens.

These goals follow the success we have had in recent years developing programs that enable our students to get the most out of our rich academic and extracurricular offerings. We reduced the size of the school and built additional faculty apartments in a number of dormitories to lower the residential student-teacher ratio from 20:1 to 12:1. Our largest dorms have only 42 students; our smallest just four—figures that highlight the variety of our living options.

We adjusted the daily schedule to increase the time for advising and bolstered the development of critical reading and analytical writing by restructuring the ninth- and 10th-grade programs. Teachers are also collaborating on creating new interdisciplinary courses that address the most challenging and pertinent questions facing our global society from multiple yet complementary perspectives. We have also developed opportunities for seniors to do independent projects as a culminating academic experience. All of these steps, we feel, have increased the sense of community on Andover Hill and more clearly illuminated the path toward academic excellence.

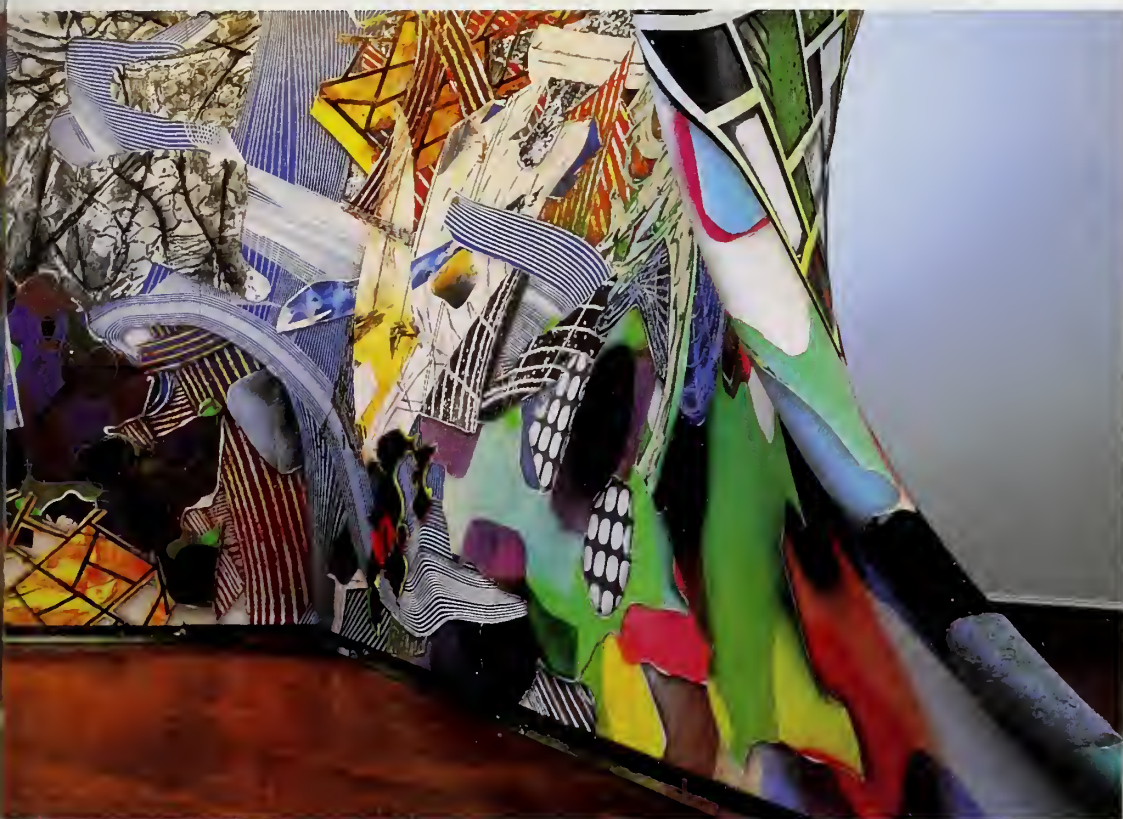
Underpinning the academic and social life of Andover is an intentionally redundant network of policies, programs, and services which provide spiritual, psychological, and medical support necessary for the development of well-balanced adolescents living away from home.

Whether you and your child visit the campus or come to know Phillips Academy and its long tradition only through this catalog and an interview with a representative alumnus or alumna, we hope the exploration will be an enriching and intriguing experience for you. Welcome.



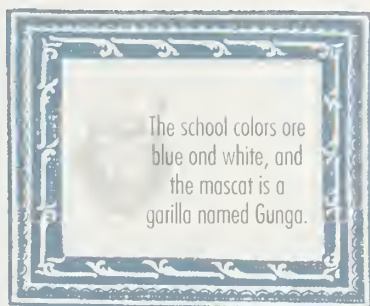
"Non sibi is active in everyday life at Andover; students are constantly helping each other with their schoolwork, sports, music, or whatever their friends need. Students are also involved in a variety of community service projects. I think Andover students really do live by this motto—it's important for us to serve others in and out of the PA community."

—Lauren Jackson '07, Newton, Mass.



"My transition to Andover was made a lot easier because of my prefects and house counselor. During the first few days, there were a lot of dorm meetings with Mr. Cutler to discuss what had gone on during the day, which let me know that he was really interested. Our prefects shared their wisdom at informal meetings up in their room. From then on, I knew my dorm would be a great home away from home."

—Kyle Ofori '09, Wooster, Ohio



PERSONAL CHOICE

Jane Foley-Fried, *Dean of Admission*



Applying to secondary school can be quite an adventure as you study the schools that interest you and embark on an admission process in which you will be asked to write and talk about yourself. What will you write? Who are you now?

You know the things you have accomplished so far—the academic classes you have taken, the service you have performed in your community, the sport or art you've worked at so hard, the moments when your family needed you and you gave of yourself. But what of the future? The admission process will give you a chance to celebrate who you are, but it will challenge you to think about who you may yet become. What are your needs, and what are your desires? What are your current interests, and what might just interest you that you have never even considered before? Do you have dreams, and where can you reach them?

If you are going to leave your home or your hometown school for a boarding school, you will want to choose a school that meets your needs and desires and that you will not outgrow, but that will grow with you through your high school years.

We are delighted you have taken an interest in Andover. This historic school is known for the breadth and depth of its curriculum and co-curriculum and for the enormous variety of experiences we offer. The faculty and students here have gathered from cities and suburbs and tiny towns and villages all over this country and the world in order to pursue their dreams together. Our campus is large, but the cluster system of neighborhoods provides the support found in schools a quarter of our size.

HISTORIC TIMELINE

The town of Andover,
Massachusetts, is
incorporated in 1646

On April 21, 1778
Phillips Academy is
founded for boys by
25-year-old Samuel
Phillips Jr. Phillips
Academy of the outset
accepted boys of varying
ages and first enrolled 13
students. The school



Academy Constitution
states that the students
must be able to read
English to be admitted

In Phillips Academy's first
class of 1778 is six-year-
old Josiah Quincy, who
grows up to be the mayor
of Boston and president of
Harvard

In 1780, 8 a.m.
devotional exercises are
required of all students



Andover is a coeducational boarding school for students in grades nine through 12 and postgraduates. We welcome approximately 200 ninth-graders, 75 10th-graders, 20 11th-graders, and 30 one-year seniors (12th-graders and postgraduates) each year. The admission process begins with filling out the Candidate Statement, Part One of the application, located in the pocket at the back of the catalog or online at www.andover.edu. (Click on Admission and select "Part 1—The Candidate Statement" under Application Process.)

Andover is a unique school, and this catalog is unique as well. From the voices of the faculty and students and the resources of the Academy's archives and museums, we've created text, graphics, and a timeline, beginning on the previous page, of notable moments in the school's history. The companion *Course of Study* describes our 300 academic courses in detail. Together, these documents should give you a good sense of Andover's rich history, exceptional program, and community spirit. We take great pleasure in introducing you to Andover as we anticipate the great pleasure of learning more about you.

If you are able to come to campus for an interview, please visit us in the Shuman Admission Center. (See page 176 for directions.)

15

ANDOVER

The school's name is Phillips Academy, but most people call it Andover, the name of the picturesque town in northeastern Massachusetts in which the school is located.



A year after Harvard does, Andover adds French to the curriculum in 1781.

In 1781 Phillips Exeter Academy is founded by John Phillips, Samuel Phillips' uncle.

Paul Revere, known as the best craftsman of metals in Boston at the time, is commissioned in 1782 to

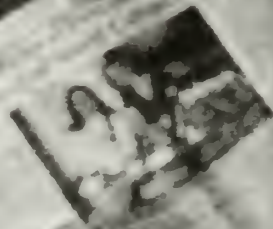
make the Phillips Academy Seal. Around the symbol of a rising sun and a hive of industrious bees, he engraves the educational faith of Andover's founders—"The end depends upon the beginning." The founders'

religious and patriotic commitment to the common good is symbolized by the second motto on the silver seal, *non sibi*, meaning "not for one's self."



The PHILLIPPIAN

Volunteers Pledge to Planting



STATEMENT OF PURPOSE



Phillips Academy, a residential secondary school, seeks students of intelligence and integrity from diverse cultural, racial, socioeconomic, and geographic backgrounds.

The school's residential structure enables faculty to support students in their personal, social, and intellectual development. The academic program fosters excellence in all disciplines within the liberal arts tradition. Faculty members guide students in mastering skills, acquiring knowledge, and thinking critically, creatively, and independently. The school strives to help young people achieve their potential not only intellectually, but also artistically, athletically, and morally, so that they may lead responsible and fulfilling lives.

The Academy is committed to establishing a community that encourages people of diverse backgrounds and beliefs to understand and respect one another and to be sensitive to differences of gender, ethnicity, class, and sexual orientation. In its programs, the school seeks to promote a balance of leadership, cooperation, and service, together with a deeper awareness of the global community and the natural world.

Andover's 1778 Constitution charges the Academy to prepare "Youth from every quarter" to understand that "goodness without knowledge is weak . . . yet knowledge without goodness is dangerous." This obligation challenges students in mind, body, and spirit to see beyond themselves and to go beyond the familiar; to remain committed to developing what is finest in themselves and others, for others and themselves.

This revised version of the Statement of Purpose, voted by the faculty in winter 2000, reaffirms the Academy's goals set forth in the Constitution of 1778.



In 1783 Howell Lewis, of Virginia, is one of the first adventurous students from outside New England to attend Phillips Academy. He is the nephew of George Washington.



President George Washington stops at Phillips Academy in 1789 during his tour of New England. Washington addresses the school and holds an informal reception, which he attends on horseback.



ELIPHALET PEARSON



*Half the round century's firemen were down
 And from our dignified page that crowded day
 When great scholars I am not to be seen
 They came, but passing, by their great learning's brow,
 When learning's Eliphaz, raised the voice of hope
 In homilies on the old world's condemners,
 And gave his lecture in a lecture, the lecture alone
 On the world's great, the world's great, the world's great*

he boys who took their places on the hard benches in the old
 parson's shop were not harassed by the intricacies of a com-
 plex curriculum, or by the problem of choosing among sepa-
 rate optional courses. The schedule of work prepared by Pre-
 ceptor Pearson included only Latin, Greek, a little - a very
 little - mathematics and some reading in religious treatises.
 very complained of being obliged to get by heart passages from Chae-
 re or Thucydides. Intervention to the Latin Chapter, one of the grand-
 olden. Much of this as he confessed he was unable to understand.





Phillips Academy, founded in rural New England during the Revolutionary War, speaks today to the richness of many traditions and is testimony to the dreams and aspirations, viable still, of its founders. Although it has been coeducational only since 1973, the recognition of the importance of education for both young men and young women was present at the beginning.

In 1778, Samuel Phillips and his wife, Phebe, made a "bargain." If she would move from Cambridge to Andover to help him in establishing Phillips Academy, he would afterward join her in founding an academy for girls. And so the commitment was made and the educational endeavor begun.

On April 21, 1778, the *Constitution* of Phillips Academy was signed. Both Samuel and Phebe Phillips died before her dream of a girls' school could be realized, but not before the dream could be handed on to willing hearts. In 1828, Phillips Academy trustees and other Andover residents met with Mme. Sarah Abbot to plan the school that would open its doors on May 6, 1829, as Abbot Female Academy, one of the first schools in New England to be founded for young women.

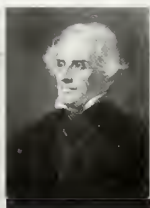
Each school in the years that followed remained faithful to the commitments made in its constitution: "to enlarge the minds and form the morals of the youth committed to its care." Each had a long and rich life and witnessed its students' growth, both in self-discovery and in service to others. And in 1973, Samuel and Phebe Phillips' bargain was realized anew as Phillips Academy and Abbot Academy merged and created a distinctive coeducational institution that combined the best of both traditions. "*Finis origine pendet*," the Academy seal affirms. The end does indeed depend upon the beginning.

—Jean St. Pierre
Instructor in English and Theatre, Emerita
Abbot Academy
Phillips Academy



Eliphelet Pearson is Phillips Academy's first headmaster.

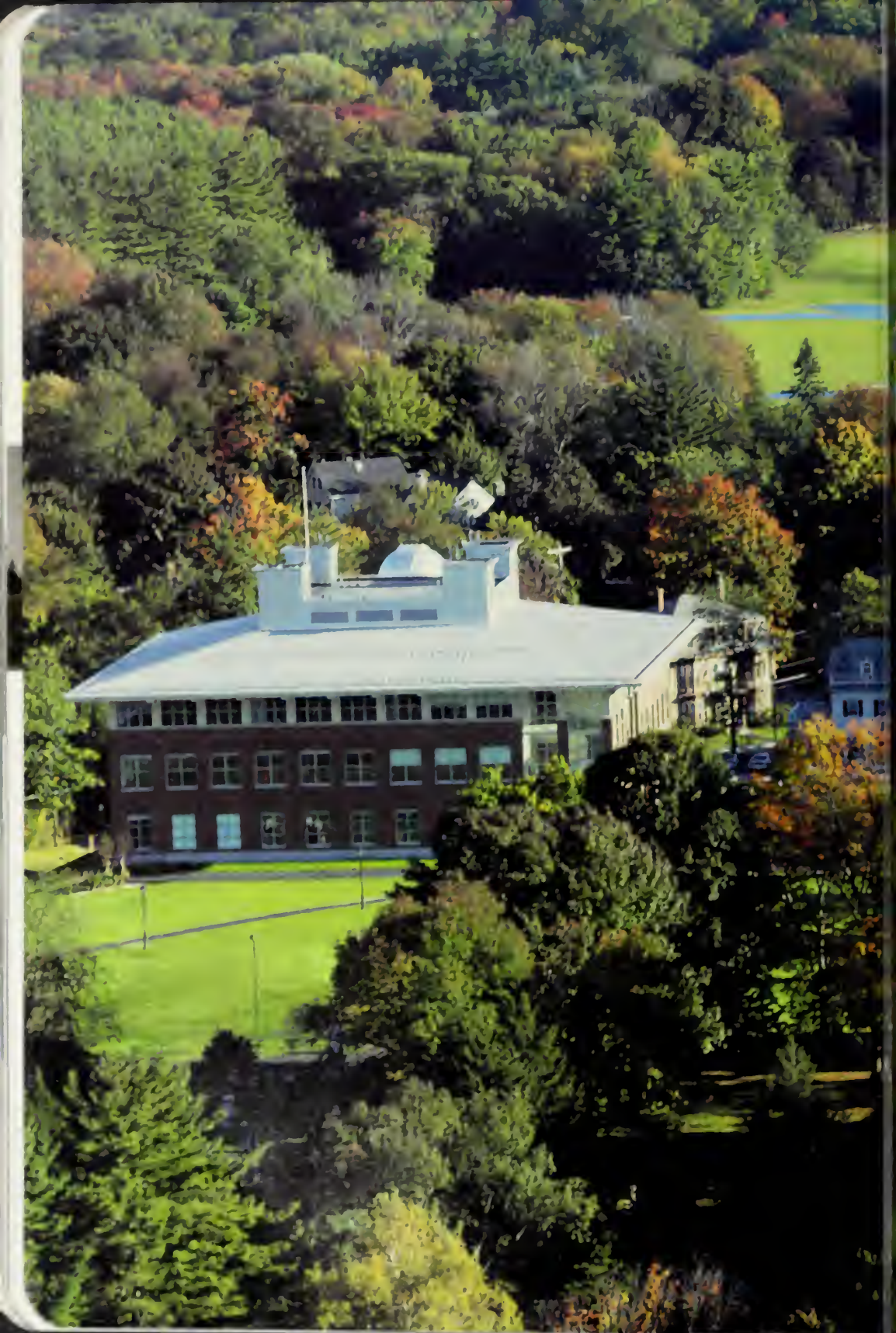
In 1789 the first scholarships from John Phillips are recorded "in consideration of further promoting the virtuous and pious education of Youth."

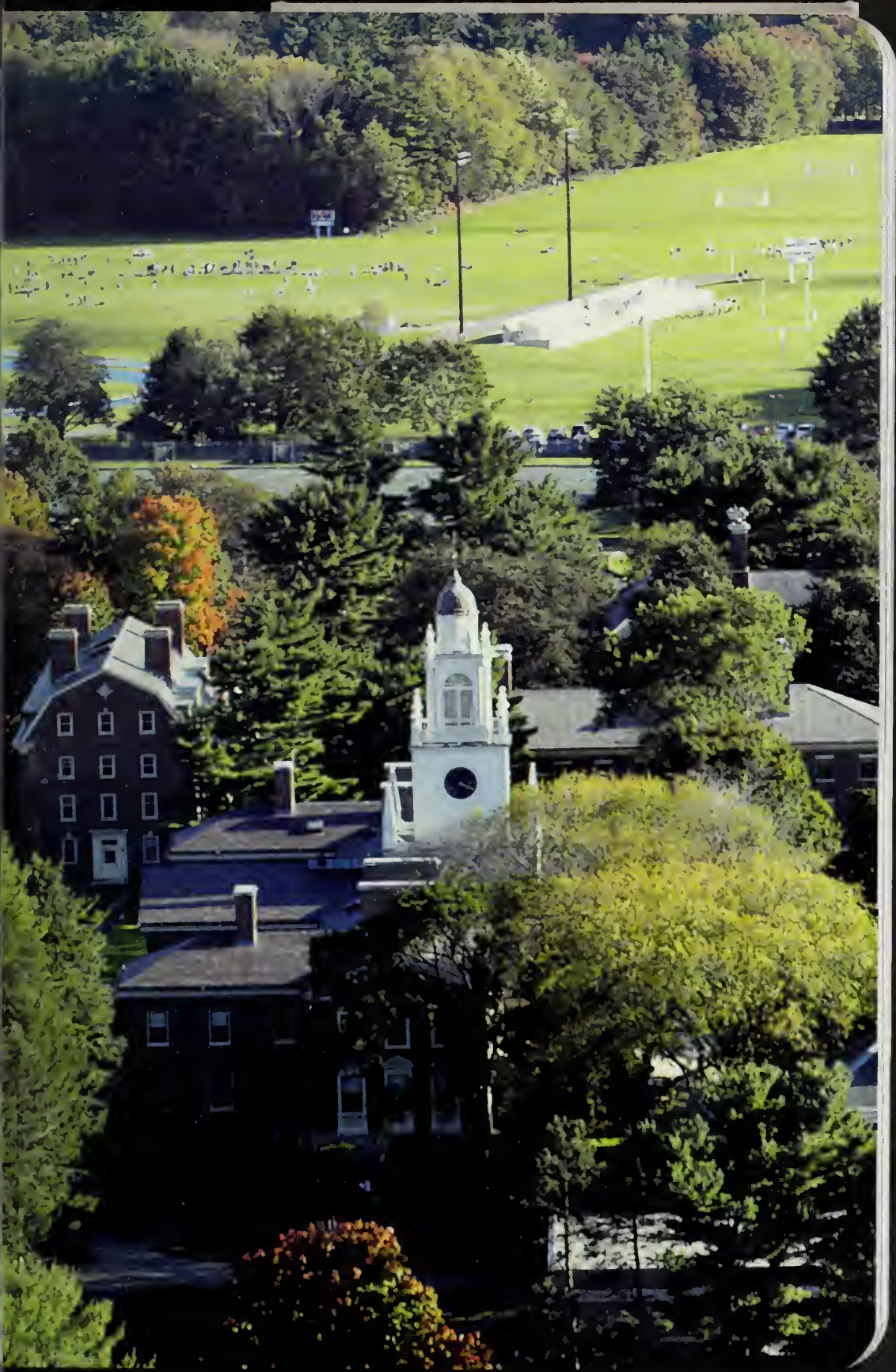


Samuel F. B. Morse, inventor of the telegraph and originator of the Morse Code, graduates in the Class of 1805.

In 1805 the initial instruction in writing, music and the rudiments of mathematics are required.











AN OVERVIEW

CAMPUS

Phillips Academy's 500-acre campus rolls across a hilltop in the town of Andover, Massachusetts, about 21 miles north of Boston and about the same distance west of Salem, Gloucester, and the sea. Elm-shaded paths crisscross campus lawns and quadrangles that lead to more than 150 buildings, including the Addison Gallery of American Art, the Oliver Wendell Holmes Library, and the Robert S. Peabody Museum of Archaeology.

A map of the campus can be found in the pocket at the back of the catalog.

RESOURCES

The school's endowment of approximately \$700 million (as of March 31, 2006) supports student scholarships and tuition, maintenance of the campus, academic programs, and the Academy's faculty. Among the school's resources are 598 dormitory rooms, 109 classrooms, an astronomical observatory, more than 200 computers, a video and electronic imaging center, language and music laboratories, a licensed radio station streaming audio online, 24 extensive science laboratories and classrooms in the new Gelb Science Center, an 80-acre bird sanctuary, 35 art and music studios and practice rooms, a state-of-the-art theatre complex, three gymnasiums, a swimming pool, 18 playing fields, 18 tennis courts, two dance studios, an all-weather track, Phelps Stadium, and a state-of-the-art skating complex that features two skating rinks, dedicated locker rooms for both varsity and junior varsity hockey teams, a training room, and a heated viewing area.

In 1808 the Andover Theological Seminary is founded on property adjoining Phillips Academy



Headmaster John Adams adds the study of Thucydides and Herodotus to the curriculum in 1810.



In 1811 William Goodell walks 60 miles from his home to attend Phillips Academy, carrying his trunk on his back.

THE FACULTY

Andover has 219 full-time and part-time faculty members who hold, among them, 38 Ph.D. and 121 master's degrees. Extraordinarily talented in their fields of expertise, they are committed educators who offer guidance and support not only in the classroom, but in all aspects of their students' development, including athletic ability, social skills, multicultural awareness, and ability to make moral decisions. Because classes average only 13 students and the school's overall student/faculty ratio is 5 to 1, Andover's talented faculty, 95 percent of whom live on campus, are able to guide their young students effectively.

STUDENTS: "YOUTH FROM EVERY QUARTER"

Andover's 1,083 students, nearly equal numbers of boys and girls, come from approximately 46 states and 24 countries, and each brings to campus a treasure of experiences and traditions to share. Of many different religions and cultures, the students are partners in a multicultural community that has been celebrating diversity for more than 200 years. Informally, in conversations on campus and simply by living and studying together, our students constantly teach each other about their backgrounds and cultures. Formally, the school's Office of Community and Multicultural Development sponsors dozens of lectures, films, special programs, and cultural celebrations throughout the year.

About 10 percent of the student body is international;

34 percent of the student body is comprised of students of color.

Forty-one percent of Andover's students receive need-based financial aid.

AN OVERVIEW

ANDOVER'S GRADES HAVE UNUSUAL NAMES:

9th-graders are called **juniors**. As the school's youngest members, juniors have a special academic and residential program designed to guide them successfully through their first year.

10th-graders are called **lower-middlers or lowers**. Lowers, too, have a special program, the Life Issues curriculum, a series of classes with topics ranging from peer relations to community work.

11th-graders are called **upper-middlers or uppers**.

12th-graders and postgraduates are **seniors**.

Much could I tell you that you know too well,
Much I remember, but I will not tell;
Age brings experience, graybeards oft are wise,
But oh! How sharp a youngster's ears and eyes!

From *The School-Boy*
by Oliver Wendell Holmes
Class of 1825

In 1814 graduates
ceremonies at the end of
the year are instituted and
Wednesday afternoon are
reserved for disquisitions.



Bulfinch Hall, designed in
the style of Chertsey,
Bulfinch is built in 1819.

Discussion begins in 1820
on the course of study
necessary to prepare for
college. Twenty subjects
are studied, 13 of which
are in Latin and Greek.



In 1825 Oliver Wendell
Holmes, poet, literary
leader, and doctor,
graduates from Phillips
Academy. Holmes
immortalized Bulfinch
Hall, "the classic hall,"
in his 1878 poem
The School Boy.

CLUSTERS: "COMMUNITIES WITHIN A SCHOOL"

The cluster system of five communities within a school, each a neighborhood on the campus, is the heart of Andover's campus life. Designed to create opportunities for close student-faculty contact, clusters give students the advantages of a small residential community. Each cluster of about 220 boarding and day students and 40 faculty families is led by a cluster dean and is a microcosm of the school as a whole, including students from all backgrounds with all sorts of interests. Student orientation, intramural sports, weekday social functions, Blue Key activities, and discipline are all organized by cluster. During the course of the school year, each cluster takes on its own distinct personality and spirit. (Cluster affiliations do not affect academics, extracurricular activities, or interscholastic athletics.)

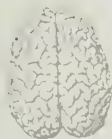
The five clusters, organized by the geographic locations of their member dorms, are Abbot, Flagstaff, Pine Knoll, West Quad North, and West Quad South.

The Blue Key



The Blue Key organization is in charge of the opening

of school student orientation as well as Andover's school spirit. Its members, energetic seniors, have been known to paint their faces vivid shades of blue for the Andover-Exeter football games.



"Do females possess minds as capable of improvement as males?" is the subject of the 1827 Philomathean Society debate.



On May 6, 1829, Abbot Academy, one of the first educational institutions in New England to be

founded for young women only, opens its doors. Founded by Sarah Abbot, it has 70 girls in its first class. The school thrives and ultimately merges with Phillips Academy in 1973. Its vision: "a commitment to basic

intellectual training and moral guidance, resistance to passing fashion, and—above all—a respect for the importance of women in American society."



"It was one of the best feelings in the world to get back my first two-page English paper and see that my teacher had written two pages of comments. I was so happy to know that someone cared about how I could improve as a writer. Finally there was more than just a grade."

—Emily Cokorinos '08, Tenafly, N.J.

The Teachers' Seminary at Phillips Academy is established in 1830 to provide general education for non-college bound students.



Samuel Francis Smith writes the lyrics to "America" ("My Country 'Tis of Thee") in 1832 while living in the house on Main Street now known as America House. It has been used as a dormitory by the Academy since 1919.

Frederick Law Olmsted, famed landscape architect and designer of Central Park in New York City, graduates in 1838.



In 1840 the cost of tuition for one term is \$6, a fee "which is remitted to indigent students."



"New students have to bring their confidence. At Andover, you have to take risks. There are so many great things here at the school, but you will never experience them if you stay contained and never step outside the box and broaden your horizons. You have to believe in yourself here, and everything else will take care of itself."

—William Sherrill '07, New York, N.Y.



The Teachers' Seminary at Phillips Academy becomes the English Department and coordinates with the Classical Department in 1842.

In 1850 the school's first gymnasium is founded.

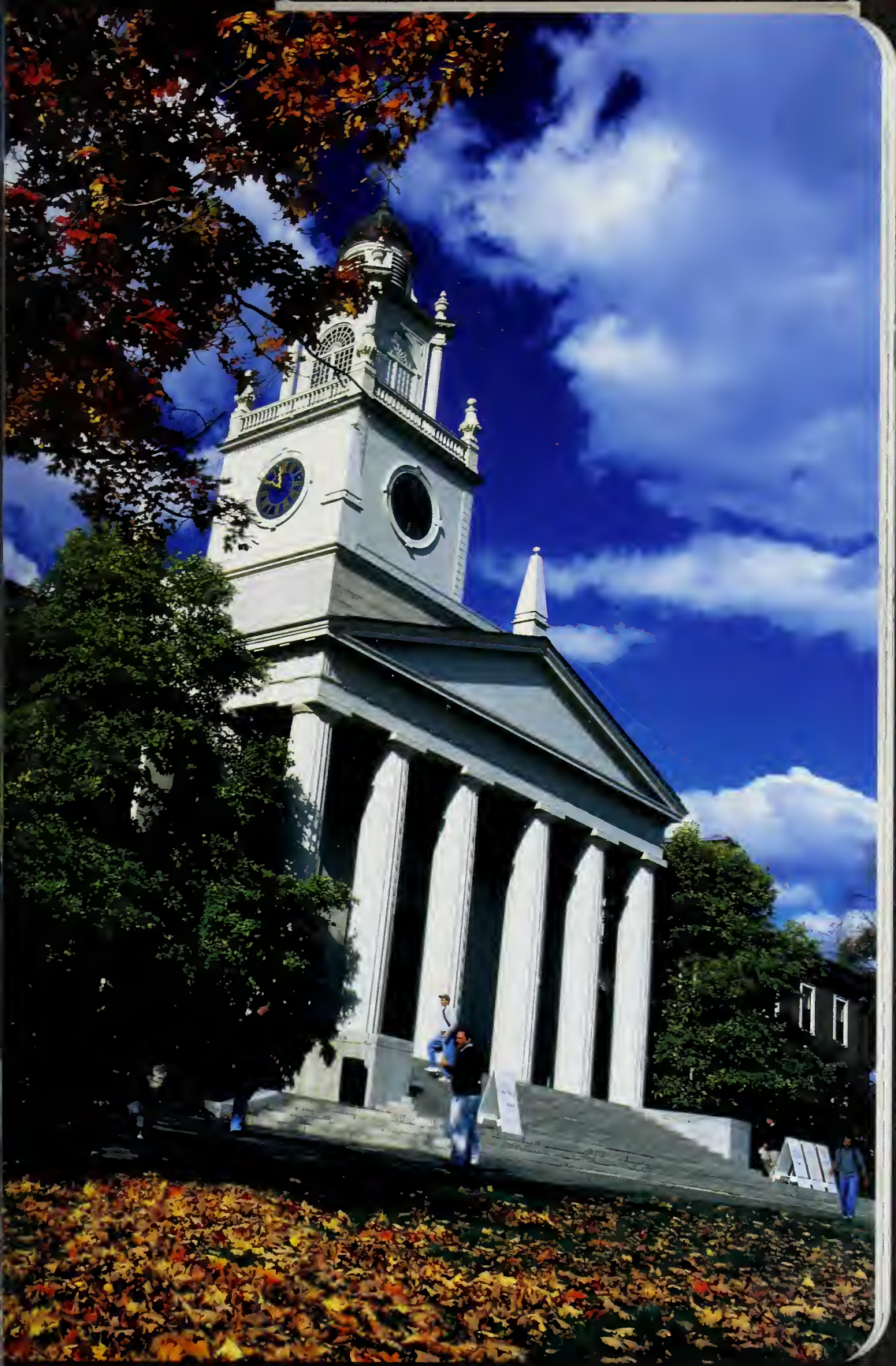


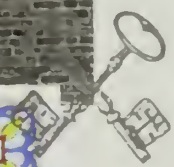
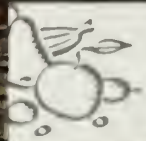
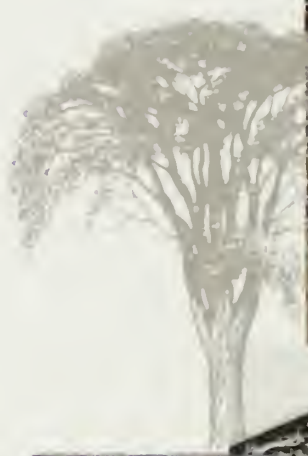
In 1852 Calvin Stowe and wife Harriet Beecher Stowe arrive in Andover. He is a professor at the Andover Theological Seminary and she has just finished writing *Uncle Tom's Cabin*. Harriet begins to hold social events that are



criticized as leading to "dissipation for the students."







PART TWO: UNIQUE CAMPUS RESOURCES



THE ADDISON GALLERY OF AMERICAN ART

33



In 1930, when Thomas Cochran, Class of 1890, gave to the school the Addison Gallery of American Art, he wrote that he wished his gift “to enrich permanently the lives of the students of Phillips Academy by helping to cultivate and foster in them a love for the

beautiful.” Serving as both a nationally recognized museum and an educational resource for the school and the region, the Addison enriches the life of Phillips Academy and the community in many ways.

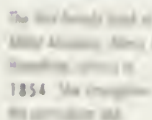
The museum’s holdings are world-renowned and include works by, among others, Washington Allston, John Singleton Copley, Benjamin West, Thomas Eakins, Winslow Homer, James A. McNeill Whistler, George Bellows, Edward Hopper, George B. Luks, John Sloan, Alexander Calder, Hans Hofmann, Georgia O’Keeffe, Jackson Pollock, Frank Stella ’54, Jasper Johns, and Andrew Wyeth.



Winslow Homer, *Port Bell*, 1886, oil on canvas,
Addison Gallery of American Art

The Addison serves Andover’s students and the public with 12 to 15 exhibitions each year. Recently the museum presented *Portraits of a People: Picturing African Americans in the Nineteenth Century*, a major traveling exhibition and catalog organized by the Addison. In connection with that exhibition, four contemporary artists were invited to campus to talk about issues of representation and identity in their work.

This year the Addison celebrates the 75th anniversary of its opening with an exciting array of exhibitions highlighting its remarkable collection, its dedication to teaching, and its innovative programming. Changing exhibitions throughout the year will include *75 Years of Giving*, celebrating four of the museum's major donors, and two exhibitions, *In Focus: 75 Years of Collecting Photography* and *Coming of Age: American Art, 1870 to 1970*, showcasing the museum's extraordinary collection of photography and its collection of masterwork paintings from the late nineteenth and early twentieth centuries respectively. In the spring of 2007, the anniversary year will culminate with the major retrospective exhibition *William Wegman: Funny Strange*, which the Addison has organized and traveled.



manages the school's business affairs. The July 1997 report says, "We regard it as a promising possibility and excellence of the school that the quality is enough to stand out among others."

The average is one faculty member for every 79 students at Phillips Academy in 1855.



Richard T. Greener is the first African American student to graduate from Phillips Academy. Class of 1865. He goes on to become the first black graduate of Harvard.

THE OLIVER WENDELL HOLMES LIBRARY

At the hub of Andover's intellectual life is the Oliver Wendell Holmes Library, named after the famous physician, poet, and wit, who was a member of the Class of 1825. The building contains the Academy's main collection of more than 120,000 volumes and is home to more than 200 years of Phillips Academy archives and several special collections. The library subscribes to 250 current American and foreign-language serials, provides access to thousands of additional journals through full-text electronic databases, receives several daily newspapers from throughout the country, and has an extensive microform collection. The OWL, the library's Web-based automated catalog, also provides access to material at the Brace Center for Gender Studies, the Addison Gallery of American Art, the Robert S. Peabody Museum of Archaeology, and the William B. Clift Jr. Record Library, and to the collections of 27 other libraries through membership in the NOBLE Consortium. Because of Andover's strong academic tradition, the OWHL's mission includes responsibility for teaching students how to retrieve and evaluate information rapidly and simply in all formats. The building, open more than 80 hours each week to support student and faculty study and research, contains open stacks, an 18-station electronic resource center, laptop access stations, seminar rooms, faculty research carrels, and a number of classrooms.



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Particular treasures in the Oliver Wendell Holmes Library are the Jonsson Atlas, printed in Amsterdam in 1657, the papers and books of Dr. Holmes, and one of the world's leading collections of Vergiliana.

My cheek was bore of odolescent down
When first I sought the ocademic town;
Slow rolls the cooch along the dusty rood,
Big with its filiol and porentol lood;
The frequent hills, the lonely woods ore post,
The school-boy's chosen home is reoched ot lost.

From *The School-Boy*
by Oliver Wendell Holmes
Class of 1825



Shimeta Neesima leaves Japan as a stowaway on the ship *Wild Raver* for America. He is adopted by the shipowner, an Andover trustee, and takes on the

name Joseph Hardy Neesima. In 1867 Neesima graduates from Phillips Academy, later from the Andover Theological Seminary. Neesima becomes the first

Japanese to be ordained a Congregationalist minister. He returns to Japan and founds Doshisha University, now the largest private university in Japan.



THE ROBERT S. PEABODY MUSEUM OF ARCHAEOLOGY

Founded in 1901 through the bequest of Robert S. Peabody (PA 1857), the Peabody Museum was established as a place for students to discover "sciences such as archaeology." For more than a century at the vanguard of the development of American archaeology as a discipline, the Peabody pioneered field techniques that included the use of carbon-14 dating, convened the formative meeting of the Society for American Archaeology, and served as a model for compliance with the Native American Graves Protection and Repatriation Act of 1990. Its approximately 600,000 objects, photographs, documents, and reference materials represent diverse indigenous cultures in the Americas and reflect more than 12,000 years of culture history. These collections support curriculum in history, biology, language, math, art, and English and provide community service and research opportunities. The Peabody sponsors two summer expeditionary learning projects: Pecos Pathways, a three-week cultural exchange between Andover students and teens from the Pueblo of Jemez, N.M.; and the Andover Labrador project, which engages Andover students and Innu teens in central and coastal Labrador. The museum also collaborates with the Spanish department on a monthlong summer culture and language immersion/archaeology tour through Mexico and Belize.

THE BRACE CENTER FOR GENDER STUDIES

The Brace Center for Gender Studies, in historic Abbot Hall, provides resources for the study of issues related to gender and so enhances and strengthens Andover as a *educational institution*. The center sponsors lectures, films, and forums on adolescent growth and development and the influence of gender on individual achievement. It *includes* an extensive lending library of books on gender-related topics. Each year, the center provides research grants to faculty and student fellows who present their findings in public forums. Presentations have included, among others, "Simone de Beauvoir: *The Second Sex* at 50: Coeducation at 25"; "Cracking the Morse Code: Deciphering Patterns of Enrollment and Success in Mathematics at Phillips Academy"; "Identity: An African American View"; and "Innovations in Music Education: The Contributions of Julia Crane and Eleanor Smith."



The formation of the Abbot Museum Association occurs in 1871 and the appointment of Miss Phoebe M. Kael.

In 1871 "Uncle" Samuel Taylor, headmaster of Phillips, dies on the steps of the chapel while entering for morning service.

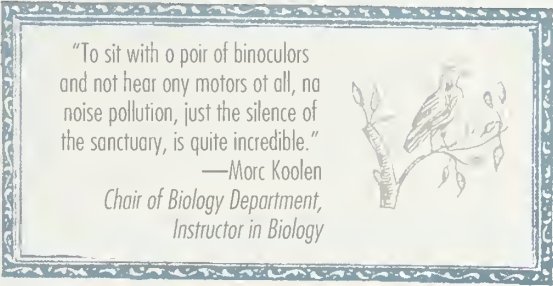


Modern foreign languages are introduced into the classical department in 1872.

In 1873 the Abbot *Courant* is founded as Abbot's history and literary magazine.

THE MONCRIEFF COCHRAN SANCTUARY

The Moncrieff Cochran Sanctuary is an 80-acre tract of rare beauty on the northern end of campus. Dogwood, azalea, rhododendron, and laurel provide a succession of bloom from late April to mid-June. Trails wind around two ponds and through extensive natural wild areas and are used all year long by hikers, bird watchers, cross-country runners, mountain bikers, cross-country skiers, and the Academy's Search and Rescue program.



RESOURCES IN TECHNOLOGY

Andover's world-class computing facilities are staffed by professionals who provide assistance to students and faculty. Presently, a state-of-the-art fiber-optic computer network provides high-speed computer access to more than 70 academic, administrative, and residential buildings on campus. Network access is available to all students through the dormitories and through public Technology Learning Centers (TLCs) with more than 200 computers. In addition to individual e-mail accounts and private, in-dorm phone lines with voice mail, each student has high-speed Internet access from his or her dormitory room. Andover's online Intranet community, PAnet, allows students, faculty, and administrators to share ideas and work, to participate in online discussions, and to post schedules. A Web-based system, PAnet can be accessed by students and faculty on or off campus via the Internet.



The arrival of Cecil F. P. Bancroft as headmaster at Phillips in 1873 marks the beginning of the "modern" Andover. During Bancroft's tenure the student body increases from 262 to more than 400 pupils.



In 1875 the four-year Classical course is introduced at the school.

The Phillpian.



In 1877 *The Phillpian*, the official student newspaper of the Academy, is established. One of the oldest school newspapers

in the country, it is still published every Friday of every school year.



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THE PHILLIPS ACADEMY COMPUTER CENTER

The Phillips Academy Computer Center (PACC), located in the library's lower level, is the Academy's primary computing facility. Open more than 70 hours each week, the PACC is available to students, faculty, and staff for their individual use, while classes in nearly all academic subjects are held in the computer seminar rooms. An evolving hub of electronic technology, the PACC houses more than 90 Windows and Macintosh computers and contains a variety of other equipment, such as high-resolution scanners and high-speed laser printers. Technical staff members provide assistance to users, and hard-copy or software manuals are available as references for every software package.

THE FRANCES YOUNG TANG THEATRE

The Frances Young Tang Theatre in George Washington Hall is a highly sophisticated, 350-seat flexible courtyard theatre that can be reconfigured to accommodate proscenium, three-quarter, or arena-style stagings. The theatre boasts a computerized light board and digital sound system and is complemented by a second, "black-box" theatre and a classroom theatre studio. The three theatres are supported by a large scenery shop, a costume shop, and two makeup and dressing rooms.

THE AUDIO VISUAL CENTER AND KEMPER AUDITORIUM

The Audio Visual Center has two multimedia classrooms that support DVD, VHS, dual-slide projection, CD, video projection, and Internet access. Digital cameras and digital camcorders are available for student use. Kemper Auditorium is a 214-seat theatre that supports DVD, 16mm projection, VHS, laser disc, and other video formats. Kemper Auditorium possesses surround-sound technology with a unified remote control system for complete environmental control.



In 1878 Phillips celebrates its 100th birthday. In honor of the occasion Oliver Wendell Holmes reads his poem *The School Boy* at the Centennial Celebration.

1878 marks the first year of the Andover-Exeter athletic competition.



In November Andover plays its first football game against Exeter (and wins), beginning the long athletic rivalry between the two schools.



In June 1892, the first two women are elected to the Board of Trustees of Abbot Academy. They are Mrs. Frances Kimball Harlow and Mrs. Henrietta LeRoy Sperry.

THE POLK-LILLARD CENTER FOR VIDEO AND ELECTRONIC IMAGING

The Polk-Lillard Center for Video and Electronic Imaging is capable of importing, creating, manipulating, and exporting professional graphics and state-of-the-art electronic imagery. Students have access to 21 G4 Macintosh computers, as well as color printers, scanners, software packages designed for photo manipulation and processing, digital camcorders, nonlinear professional editing systems, and digital cameras.

THE LANGUAGE LEARNING CENTER

The first fully digital facility in the country, the Language Learning Center has served the students and faculty of the Division of World Languages since 1996. On the leading edge of educational technology, the center delivers interactive instruction in seven languages. Students use film, sound, text, and the Internet to enhance their language learning. Many of the materials in the LLC have been created by Andover teachers, and consequently are tightly integrated with our curriculum and approach.

Students often use technology to produce their own projects, from research papers to presentations to films.

“For language teachers and students, the big news is the Language Learning Center. It is revolutionizing my teaching. This may be one of those rare instances in which increased efficiency also leads to deeper and broader learning.”
—Peter Merrill, *Head of the Division of World Languages, Instructor in Russian and German*

THE WILLIAM B. CLIFT JR. RECORD LIBRARY

The William B. Clift Jr. Record Library offers students the opportunity to examine pieces of music closely using computer-based CD analysis software. With the center’s integrated Korg Triton midi keyboards and computer technology, students are also able to compose and revise original musical pieces. The library’s enormous collection of classical, rock and roll, blues, jazz, reggae, country, and hip-hop music, plus musical scores, sound effects CDs, comic routines, and much more is available to the entire campus.



In 1893 Abbot introduces college prep courses and strengthens the classical studies program.



The year 1899 sees the first Abbot Field Day, when “young ladies gathered joyfully to take part in sports.”



In 1901 at Phillips Academy, the required morning chapel begins at

7:50 a.m., a year’s tuition is \$100, and a student can generally expect to pay about \$3 a week for food. Many students coming from a distance board with local families in the town of Andover for about \$4 a week.



SCHOOLSHIP

PART THREE: THE ANDOVER EDUCATION

THE FACULTY



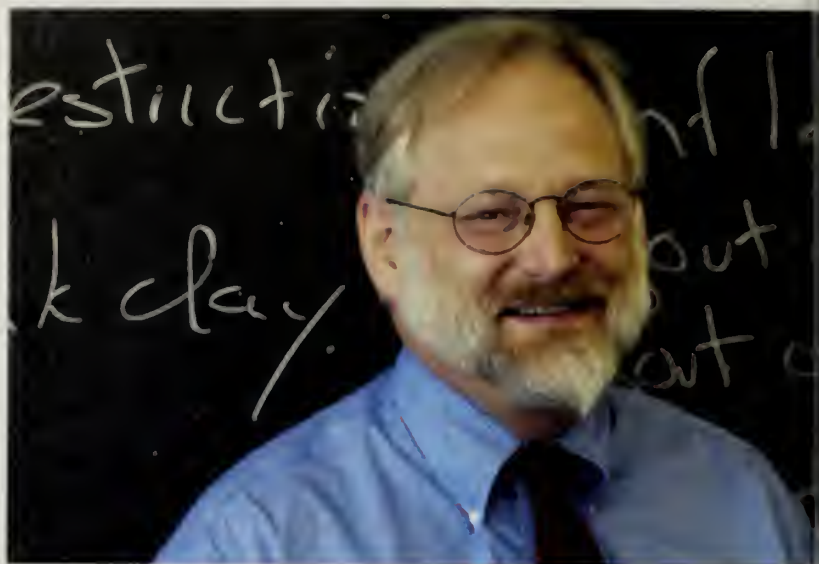
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In their commitment to various fields of expertise, and in their readiness to engage and guide the students, Andover's 219 faculty members create a vital and exciting atmosphere on campus. They challenge their students, yet are compassionate; they encourage mastery of detail and set high standards, yet they enable dreams to flourish. In classrooms and concert halls, on athletic fields and community service outings, in science laboratories and cyberspace, and over meals in Commons, Andover faculty members instruct, encourage, and inspire their students. In the dormitories, where faculty serve as house counselors, there is teaching and learning. Graduates often return to campus to speak of the thorough preparation for excellence they received and the impact that Andover teachers had on their lives. This is made possible by dedicated faculty and the enormous pride they take in all that their students attempt and accomplish. Indeed, it is this generous and spirited exchange between those who want to learn and those who love to teach that makes the Academy a special place for both faculty and students.

For a complete list of Andover's faculty and faculty emeritae, please see page 161.

His was the charm magnetic, the bright look
That sheds its sunshine on the dreariest book;
A loving soul to every task he brought
That sweetly mingled with the lore he taught.

From *The School-Boy*
by Oliver Wendell Holmes
Class of 1825



"Our students begin by responding to questions we pose to them. By the end of their time here, they're doing what real historians do: developing their own questions, conducting their own research, writing—and sometimes publishing—their own historical essays. I begin as their teacher; I end as their research assistant."

—Victor Henningsen '01
Instructor in History



"Our students can fully engage in the process of doing science: they can pose questions, make observations, and test new ideas. At all levels, from introductory to the most advanced independent research projects, students have the facilities, technology, and instruction to help them reach for the stars in their exploration."

—Trish Ruess
Chair, Science Division
Instructor in Biology and Physics



"Because their teachers write, students at Andover learn that writing is a process that involves constant practice and an enduring cycle of revision, and they emerge with an aesthetic and a skill that their professors in college recognize as Andover's."

—Jon Stableford '63
Chair, English Department
Instructor in English



"Andover's trimester system and flexible curriculum allow new students to enter the math curriculum at a level for which they are ready. From beginning algebra to linear algebra and multivariable calculus and beyond to independent projects, Andover has the program to challenge students' talents and needs."

—David Penner
Instructor in Mathematics



"When we hear the old story that girls aren't as good in science as boys, we think 'What are these people talking about?' That's just not true at Andover. In an advanced chemistry class, 10 of the 17 students were girls. Four of the top five grades went to girls. And their projects! Winnie Chan, for example, taught nuclear magnetic resonance spectroscopy to the class. What can I say? It was fantastic."

*—Temba Maqubela, Instructor in Chemistry
Dean of Faculty*



The Peabody Corporation
dedicated in 1902



The Robert S. Peabody
Foundation of Archaeology
Museum opens in 1903
Now the Robert S. Peabody
Museum of Archaeology, it
holds more than 400,000
objects representing
indigenous cultures
in the Americas



"I have especially benefited from the small class sizes and the probing style of teaching used at Andover. Both the small classes and the way in which teachers prod through a student's beliefs, opinions, and knowledge have helped provide for lively and engaging class discussions."

—Yoni Gruskin '07, Englewood, Colo.



Brothers' Field is completed
in spring 1903.



Field hockey is introduced
at Abbat Academy in
1903 and the first com-
petitive game is played a
year later against Bradford
Academy. By the 1940s,
Abbat women will partici-
pate in field hockey,
basketball, tennis, skiing,

skating, gymnastics,
softball, track, archery,
lacrosse, horseback riding,
and dance.



The first Rhodes scholar, a
former Phillips Academy
student, is chosen in
1904.



"Taking Russian for most students would be stepping out of their comfort zone. But if you think about it, PA is probably out of your comfort zone, too, so try something new. I found my niche in Russian, and through this program and the energetic teachers I hope to one day be fluent in the language."

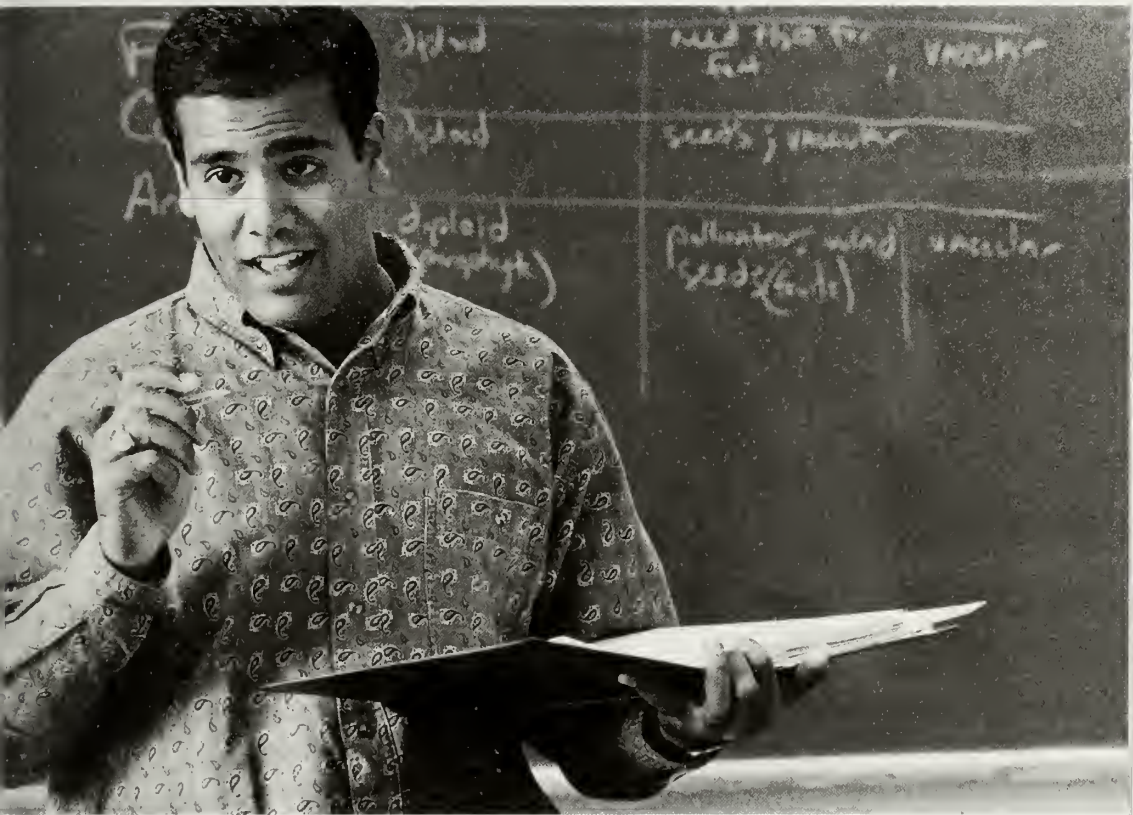
—Andrea Coravos '06, Andover, Mass.



Williams Hall is acquired in 1910 as a dormitory for ninth-graders.



Miss Bertha Bailey becomes headmistress of Abbot in 1912 and rules the girls' school "with an iron hand." It was during her tenure that the first international students arrived at Abbot from China, Japan, Greece, and Brazil.



"If I had chosen to remain at my public high school, I never would have had the opportunity to accelerate in mathematics. During my time at Andover, I will be able to take linear algebra and vector calculus. As a member of the math team, coached by Mr. Barry, I prepared for the U.S. Mathematical Olympiad and will represent PA in the American Regional Mathematical League Competition at Penn State University."

—Prateek Kumar '07, Latham, N.Y.



Benjamin Spock, future pediatrician, author, and authority on child-rearing practices, graduates in the Class of 1921.



The Memorial Bell Tower is constructed in 1923 in memory of Phillips Academy graduates who lost their lives in World War I.



Andover celebrates its 150th anniversary with gala events May 18–19, 1928. President Calvin

Coolidge attends and delivers a speech praising the democratic nature of the Academy. Coolidge's cigar stub from the event is preserved in the Academy archives.



TEACHING AND LEARNING: THE ACADEMIC PROGRAM



Andover's academic program offers a strong and broad foundation in the arts, humanities, mathematics, and natural sciences. The Academy's extensive and rigorous curriculum, along with its varied approach to teaching, not only prepares students superbly for college, but instills in them a lifelong love of learning.

Between the ages of 14 and 18, students make significant leaps in their cognitive development. Andover varies its teaching methods to suit these developmental stages and to present effectively the material and methods of inquiry specific to each discipline. Quickly paced introductory courses provide the structure and guidance necessary for young learners to build basic skills and to handle progressively more difficult material. At the same time, students who are exceptionally capable in certain areas of study are encouraged to enter the curriculum at advanced levels.

For advanced students, Andover provides extensive elective offerings, with courses beyond the college entrance level. Before they graduate, students may do research with recombinant DNA, study the calculus of vector functions and quantum mechanics, take a seminar in existentialism or economics, compose a major musical work, or direct a play.

Our dynamic faculty members reject the rigid orthodoxy of a single teaching method in favor of techniques that suit the material at hand. Students find themselves in small class discussions one day and in a group project the next; they conduct research, prepare and present demonstrations, and question guest lecturers; they think, write, compute, experiment—in short, they learn to examine the world from many points of view. The result is a vibrant program of education, rooted in a philosophy of learning by doing, that is constantly renewing itself as we debate pedagogy, review and adapt offerings, revisit syllabi, and integrate new technologies.

Beyond the classroom, a rich array of extracurricular activities offers



unparalleled opportunities for development of skills and talents. Numerous student publications showcase creative, scholarly, and journalistic writing and editing. Artistic skill blossoms through dozens of musical, theatrical, and dance performances each term. Clubs enable students to explore new areas of interest and to sharpen skills in such areas as debate, mathematics, politics, and languages. Teachers and students model for each other a commitment to inquiry and performance that makes Andover a true community of learners. Inside the classroom and out, the academic energy is palpable.

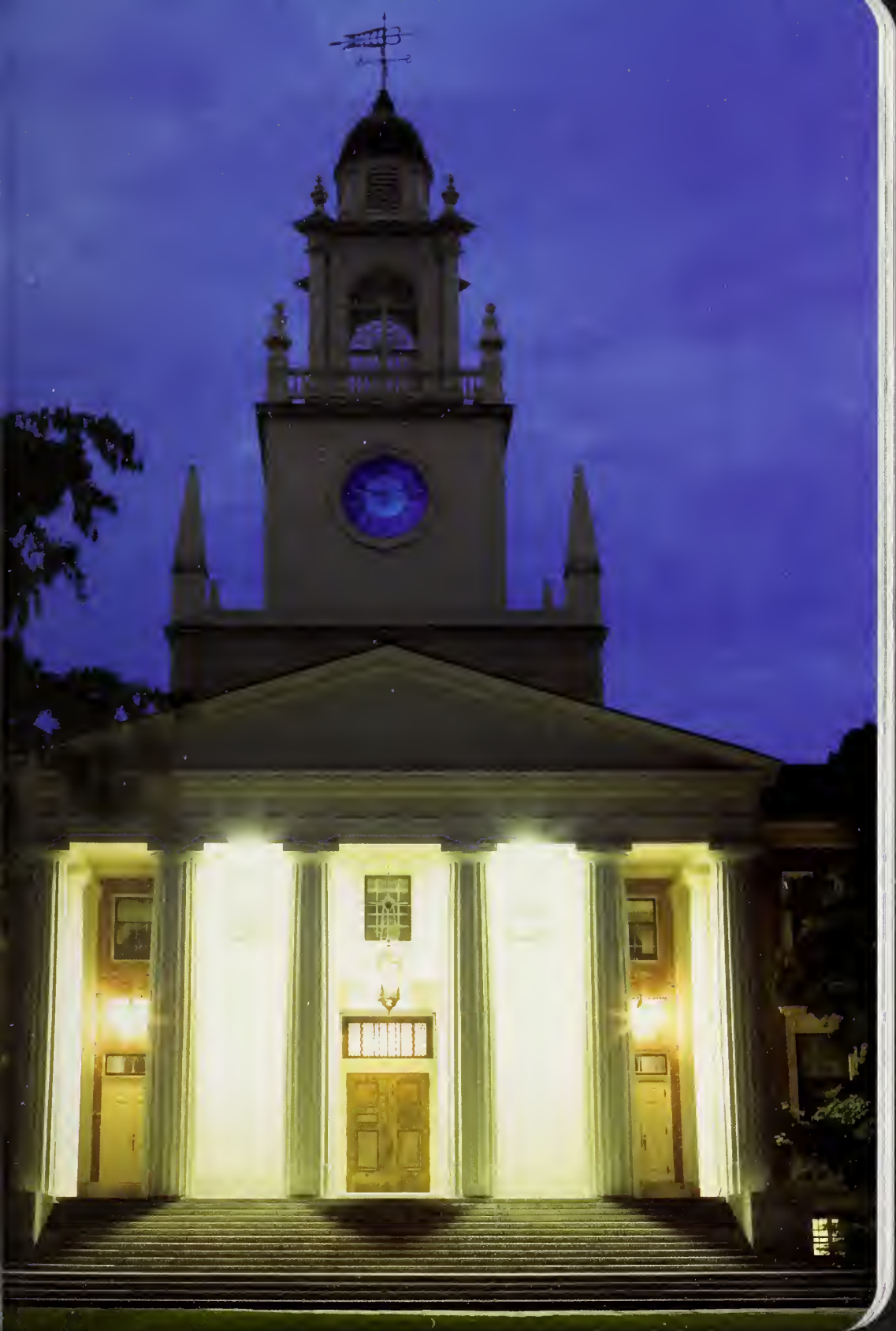


The following pages provide information about each academic department. Courses and diploma requirements are described in the *Course of Study*.

FLEXIBLE PLACEMENT

Students are placed in each academic and foreign language course according to the level of accomplishment each new student exhibits upon entering Andover. We encourage them to permit those with particular ability in these areas to move forward at a pace that makes the best educational sense for them. As student progress, they are presented with more and more challenging material as they move toward a fully individualized program in the senior year.

Students are placed in each academic and foreign language course according to the level of accomplishment each new student exhibits upon entering Andover. We encourage them to permit those with particular ability in these areas to move forward at a pace that makes the best educational sense for them. As student progress, they are presented with more and more challenging material as they move toward a fully individualized program in the senior year.





COURSE LIST

Visual Studies
 Visual Arts in Education
 Ceramics
 Photography
 Drawing
 "Three Dimensions and Beyond"
 Sculpture
 Contemporary Communication
 Video and Computer Animation
 Computer Graphics
 Painting
 Printmaking
 Architecture
 Pottery
 Renewed: The Past as Search for
 an American Identity
 A Head Riser: The Vietnam Legacy
 in Literature and Film
 Advanced Placement Art History
 Advanced Placement Studio Art
 Art in the Community

Work done in the Visual Arts
 Center reflects a fully engaged mind
 and a creative, growing style. The
 center's programming, including
 lectures, art seminars, forums, art
 exhibitions, studio, and workshops,
 fosters and encourages growth.
 The center's studio is a reality.
 Susan Havel

ACADEMIC DEPARTMENTS

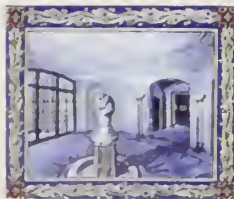
ART

The art department courses involve students in the creative process and help them explore the relationship between seeing and thinking. The *Visual Studies* course is the cornerstone of the visual arts curriculum and teaches students that a basic visual vocabulary is necessary in order to understand the language of images. Elements such as texture, shape, line, rhythm, and color are topics for discussion and the focus of some basic assignments in drawing, photography, and collage. Computer graphics and video projects are included to encourage students to consider the impact of design and to emphasize the significance and complexity of sequential and motion media imagery. The basic introduction to visual literacy will help demystify the experience of looking at images and will make available to Andover's students the vast wealth of art that transcends time

and cultural boundaries. Students who wish to pursue several terms of art can choose from a wide variety of courses taught by a faculty of nine practicing artists. Exposure to art faculty exhibitions and works in progress, along with access to the remarkable collection at the Addison Gallery of American Art, enhances the studio experience.



The year 1930 sees a great deal of construction. The original library is completed and named after Oliver Wendell



Holmes. Thomas Cochran founds the Addison Gallery of American Art in the hope that "If Andover students could be surrounded by beautiful things, their lives would

be immeasurably enriched." Today the gallery holds a collection by renowned artists including Winslow Homer, Thomas Eakins, Georgia O'Keeffe, Jackson Pollock, and Frank Stella '54

A fifth level of English literature instruction is added at Andover in 1932, focusing on British and American literature.

COURSE LIST

Etymology
Greek Literature
Classical Mythology

Courses in Latin and Greek
are listed under the
Division of World Languages.

CLASSICAL STUDIES

Four full-time members of the classics department teach courses in classical studies and in classical languages designed to provide students with a broad introduction to classical civilization through history, literature, mythology, and etymology. Additionally, through the study of Greek, the department offers students a direct entry into Greek literature.

Students master the Greek alphabet easily in the first few class meetings and quickly discover that the poetic and expressive qualities of Greek language and literature stimulate the imagination and illuminate the early political and intellectual development of the Mediterranean basin.



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The Cachran Chapel, given by Thomas Cachran, Class of 1890, is built in 1932 and extensively renovated in 1998. A superb example

of neo-Georgian architecture, the chapel continues today as a gathering place for school events and as a center for a pluralistic religious community.



In 1933 Claude Fuess becomes the 10th headmaster and brings about curriculum revisions, emphasizing breadth and variety: four years of history are required in order to increase an awareness

of the Western world; four years of science are required; and art and music appreciation courses are added to the curriculum.

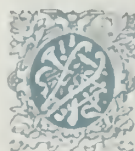


The English department believes students should accumulate reading and writing skills that are reinforced over the years as they encounter increasingly sophisticated forms of writing in their own work and the works they read. At the heart of this endeavor is the department's conviction that expression in language is intrinsic to the development of young adults. The English department curriculum first introduces students to the joys of reading and writing, and then invites the students to refine those skills as they enhance their ability to develop a voice and enrich their appreciation of other voices.

In *English 100: An Introduction*, students experiment with forms of writing ranging from personal narratives to pragmatic arguments and initial critical analysis, mostly in the form of journal entries. The literature highlights the journey, encouraging students to explore with the characters the adventures encountered in stories real and fictional.

In *English 200: Writing to Read, Reading to Write*, students study expository writing in the fall, poetry and short fiction in the winter, and a longer novel in the spring. Throughout the year, they study the relationships between form and

In 1939 music lessons for credit are first offered at PA



COURSE LIST

CHINESE

Beginning, Intermediate,
and Advanced Chinese

Stories in Modern Chinese

Communication in Modern Chinese

FRENCH

Beginning and Intermediate French

French Civilization

The Francophone World

The Francophone Presence
in the U.S.

French Literature

Advanced Conversation

History of France

Advanced Placement in Language

Advanced Placement in Literature

Modern Literature

GERMAN

Beginning, Intermediate,
and Advanced German

Advanced Placement in Language

GREEK

Beginning and Intermediate
Classical Greek

Third Year Classical Greek:
Homer, Plato, Herodotus

content in both their own writing and the writing of published essayists, poets, dramatists, novelists, and short-story writers.

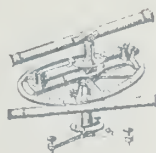
In *English 300: The Seasons of Literature*, students study the literature of tragedy, comedy, romance, and satire and write about it in a variety of rhetorical modes; in the spring they study Shakespeare. In the elective program, students are invited to select from among two dozen electives each term. The students learn about the philosophical underpinnings of major works as those works reflect elements in critical literary history.



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DIVISION OF WORLD LANGUAGES

A faculty of 26 teachers in the Division of World Languages offers Andover students many choices. Ancient languages offered are Greek and Latin, the source languages of Western thought and literature. Modern languages offered are Chinese, French, German, Japanese, Russian, and Spanish. Emphasis is on the spoken word, and the target language is the means of all communication in the Western-language classroom. The learning of skills in the first two years leads to a third year of structure review and topical study in literature and civilization. With this foundation, many students choose to move into more specialized areas. At all levels of study,



In the mid- to late 1940s war-related courses are added to the curriculum, including navigation and meteorology.

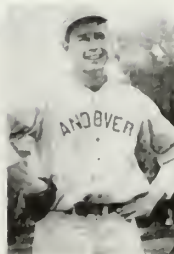


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• 1998

students supplement their course work with video and audio materials, computers in the Language Learning Center, and with such activities as theatrical performances, radio shows, cultural festivals, language tables in the dining hall, visits by performing groups, and occasional trips to special events in Boston and at nearby schools and universities.

Students interested in pursuing two languages should consult with the head of the division.



Future president George Bush graduates from Phillips Academy in 1942. The captain of the varsity baseball team, Bush is voted in the yearbook as "best all-around fellow" and is called "Pappy" by his classmates.

COURSE LIST

World History to 1500

The Early Modern World

United States History

Modern European History

Introduction to Economics

Comparative Government

International Relations

East Asia

Africa and the World

The "Greater Middle East"

Economics II

Issues in Economics

Masculine/Feminine/Human:

Issues in Gender Relations

Nuclear Power and Weapons:

Proliferation and Response

The Great War, 1914-1919:

Triumph and Tragedy

Expansion and Indian Policy in 19th Century
America. "Kill the Indian, Save the Man"

Six Lives of the 19th Century: Searching for
Salvation in the Fight Against Slavery

American Popular Culture

HISTORY AND SOCIAL SCIENCE

Courses in history in the junior and lower years emphasize major themes in world history and teach skills and concepts essential to the study of history and social science, thus preparing students for more advanced courses in the field. In the upper year, most students study U.S. history. Seniors may choose from a variety of area histories: East Asia, Africa, Middle East; or from social science courses: *Introduction to Economics*, *Comparative Government*, or *International Relations*.

A yearlong survey of modern European history is also available to seniors, uppers, and exceptional lowers. Seniors may take advanced courses such as economics, *Issues in Gender Relations*, *Nuclear Power and Weapons*, and research seminars addressing particular historical periods.

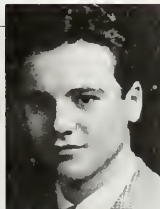
In all courses, students write extensive essays, including research papers, using government documents, newspapers, letters, diaries, and interviews, the raw materials of history. Students receive instruction as well as guidance from the department's faculty of 22 instructors.



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The Andover Summer Session is inaugurated in 1942 under the direction of Wilbur J. Bender, with the participation of 197 boys.



Jack Lemmon, future film actor and Academy Award winner, graduates in 1943.

In 1944 Marguerite Hearsey, a scholar with an MA degree from Radcliffe and a PhD degree from Yale, becomes the 14th principal of Abbot Academy. Miss Hearsey asserts that students should "work for mastery of subject, not grades."



"During my senior year I took Biology 600, an intense course involving molecular and DNA lab research techniques, with Dr. Hagler. My project consisted of microinjecting fruit fly embryos with the gene responsible for changing their eye color. I'm still amazed that Andover has the resources to make a project of this magnitude and complexity possible, and that we have faculty as talented as Dr. Hagler who are so willing to help and are so knowledgeable about the subject."

—Gracia Angulo '06, Kingston, Jamaica



In 1945 the "Direct Method" of language instruction is introduced with hopes to produce linguists and not grammarians

In October 1948, Lieutenant Colonel John Mason Kemper is inaugurated as the 11th headmaster of Phillips Academy. Fourteen years later, in October 1962 *Time* magazine puts Headmaster Kemper on



its cover "Kemper's gifts for hard analysis and easy leadership galvanized Andover" the article says

In 1948 Kemper spearheads effort financed by Ford Foundation to allow well-prepared high school seniors to test out of lower level courses in college; this leads to establishment of the Advanced Placement exams by College Board in 1954



The total cost for a student to attend Phillips Academy in 1949 is about \$2,150.



"I love going to my music lessons because the teachers make the music come alive for me. This year, I had the opportunity to perform in a master class with world-class cellist Lynn Harrell and famous jazz saxophonist Bill Pierce. I have learned so much from these experiences that the music department at PA provided."

—Kevin Olusola '06, Owensboro, Ky.

H
Y

The 1950 senior class
sends 64 students to
Harvard and 46 to
Yale.

Abbot
Academy
celebrates its 125th
anniversary in 1954.



Frank Stella, now a
famous abstract
artist, graduates in the
Class of 1954.



"The most significant difference between Andover and my old school is the availability of individual attention. Not only do the smaller class sizes make for more personalized learning, but the ability to call a teacher or send them an e-mail if I need extra help or am confused about an assignment has been great. I love feeling like I can talk to my teachers rather than just have them lecture me and leave me to my own devices."

—Claire Fox '06, Portland, Ore.

In 1954 Beth Chandler Warren becomes the first African American woman to matriculate at Abbot Academy

НОВЫЙ ГОД

In 1955 the Russian language is first taught at Phillips Academy



In 1955 the first full-time male teacher is hired at Abbot Academy, and Mary Crone, a widow with four small children, is appointed as the head of Abbot

In response to a national teacher shortage, the Andover Teaching Fellow Program is inaugurated in 1955 to recruit and train young men for the teaching profession.



"Living in a dorm makes entering a new school and making new friends a lot easier. When I arrived, I automatically knew 36 other students and was introduced to their friends. Another good thing about living in a dorm is that if you need help with a subject there is always someone who knows how to help you."

—Paul Voorhees '06, Birmingham, Ala.



Abbat Academy beanies
with symbols of gargoyles
and griffins, circa 1930s-
1950s.





COURSE LIST

Elementary Algebra
 Algebra Review
 Geometry
 Algebra Calculators
 Geometry and Trigonometry
 Intermediate Algebra
 Precalculus
 Elementary Functions
 Intermediate Trigonometry
 Probability
 Discrete Mathematics
 Analytic Geometry
 Advanced Vectors and
 Calculus
 Advanced Discrete Mathematics
 Advanced Placement Statistics
 Honors Mathematics Seminar
 Linear Algebra
 Calculated Vector Functions
 Computer Programming
 Beginning, Intermediate, and Advanced
 RECENT INDEPENDENT PROJECTS
 • Complex Analysis • Real Analysis
 • Number Theory • Combinatorics
 • Group Theory • Fourier Transforms
 • Topology • Fluid Theory

MATHEMATICS

The 27 members of the mathematics department teach a curriculum built around a core sequence of elementary algebra, geometry, intermediate algebra, and precalculus. The department also offers many elective courses, including elementary and multivariable calculus, analytic geometry, probability, statistics, computer science, linear algebra, and vector analysis. More than one-third of all mathematics is taken electively, much of it in preparation for Advanced Placement examinations in calculus, statistics, and computer science.

The department, located in Morse Hall, is equipped with computers, graphing calculators, and overhead projection equipment. Computer courses include introduction to computers and preparation for the Advanced Placement tests in Computer Science. Computer languages include Java and HTML.

At Andover, the community of students who like math is sizable. Some did advanced mathematics when they were quite young; many join the student math club and the math team, which has ranked number one in New England in several math competitions. These students share their curiosity and knowledge with their

peers and with a faculty of dedicated mathematicians who have written math textbooks and are at the forefront of curricular movements in the field.

On weeknights, an evening math study center, proctored by faculty and peer tutors, is available to all.



With the realization in 1955 that some material being taught at Andover is repeated when students enter college, Advanced Placement credit begins at Phillips Academy with a chemistry course and a fifth-level French class.



The science curriculum at Abbot is revised in 1956.

In the late 1950s the decision is made to admit the best 250 candidates regardless of their ability to pay the tuition. Phillips Academy's enrollment increases to more than 800 students.

COURSE LIST

The Nature of Music

Jazz

Electronic Music

Advanced Electronic Music

Words and Music

Survey of Western Music History

Theory and Composition I; II; III

Chamber Music Seminar

African Drumming Ensemble

Fidelio Society

Bond

Chorus

Chamber Orchestra

Private Instrument and Vocal Lessons

MUSIC

The music department faculty consists of nine resident teacher-performers, 35 adjunct instrumental teachers, and one full-time librarian. All of the faculty are active performers in the Boston area, and most of them have graduate degrees in music. Instrumental lessons are available on all band and orchestral instruments and on the piano (classical and jazz), organ, harpsichord, harp, guitar (classical, folk, rock, and jazz), bagpipes, African drums, and voice.

Andover offers courses in all areas of music study and for all levels of students, and sponsors 60 to 70 student and student-faculty concerts on the campus each year. The music building, the beautifully renovated Graves Hall, has three large classrooms, two large rehearsal/concert rooms, a music library (recordings, computer lab, and scores), an electronic music studio, and 19 practice rooms. Many of the concerts that involve large performing groups take place in Cochran Chapel. The basement



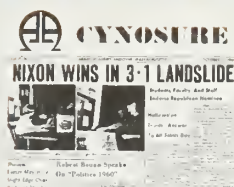
63

of Cochran Chapel houses a fully equipped rehearsal room and a library of choral music, and upstairs is one of the department's treasures, a 30-stop, double-manual, tracker-action organ.

Students of all levels can participate and perform in Andover's many musical groups. There are four orchestras: the Academy Symphony Orchestra (100 members), the Chamber Orchestra (35), Amadeus (25), and Carelli (20). The choral program is comprised of the Chorus (90), the Cantata Choir (80), Fidelia (a 15-member madrigal group), and the Gospel Choir. There is also a hand bell choir that rehearses weekly in the chapel. Wind players have multiple opportunities: the Concert Band (80), the Jazz Bond (25), and smaller wind and brass ensembles. Chamber music opportunities exist for both classical and jazz musicians.

A. Bartlett Giamatti, later to become 19th president of Yale University and commissioner of baseball, graduates from the Academy in 1956.

From 1959 to 1961, Andover raises \$6.75 million for new campus facilities.



The first Abbot Academy newspaper, *Cynosure*, is published in 1960.



COURSE LIST

The Search for World Views
 Introduction to Ethics
 Introduction to the Outward Bound
 Asian Religions
 Religions of the West
 Jewish Christianity and Islam
 The New Testament Perspective
 Faith and Reason
 Survival Ethics
 Law and Morality
 Introduction to Theological Practice
 The Search for Meaning
 Women, Medicine
 Working the Environment
 Learning to
 Study Philosophy
 Global Cultural Studies
 Global Issues

PHILOSOPHY AND
RELIGIOUS STUDIES

The Department of Philosophy and Religious Studies seeks to initiate students into three fundamental and related human quests: the search for meaning, the search for justice, and the search for the foundations of knowledge. The department's courses provide an introduction to outstanding literature in each field of study and to the skills necessary for critical appreciation of that literature. The department faculty, who believe that the distinctiveness, power, and universal features of a tradition can often be disclosed by a comparative focus, seek to help students become aware of the many voices that together inform religious and philosophical traditions. The department faculty also encourage students to engage actively in reflection on the personal significance of the questions they have chosen to explore. Thus, active class participation is an essential part of this process and of a student's grade.



In 1961 the Asian Studies program begins



In 1964 the Andover Summer Session becomes coeducational



In 1964-1965 the Search and Rescue program, an outdoor activity course involving kayaking, mountain

hiking, climbing, rafting, and first-aid skills, is introduced. This innovative program becomes a model for Outward Bound USA.

COURSE LIST

Introductory Psychology

Developmental Psychology

PSYCHOLOGY

The psychology department faculty consists of three doctoral-level, licensed psychologists who both teach and provide psychological counseling services. Two courses for uppers and seniors examine fundamental concepts

in the field, with particular emphasis on helping the student explore the relationship between psychological knowledge and personal growth in the context of a diverse social environment. The *Introductory Psychology* course acquaints the student with the complexity and diversity of psychological inquiry and includes as topics personality theories, research methodologies, human development, social behavior, and psychopathology. The *Developmental Psychology* course examines human growth and development from infancy through adulthood. A major component of the course involves a number of visits and structured observations at our on-campus day-care facility. Different theoretical perspectives of psychological development are examined as they relate to developmental milestones. Both courses include lectures, discussion, and reading and may involve opportunities to apply learning in community settings.

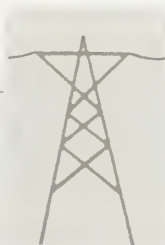


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In 1966 Andover's first Faculty Steering Committee issues its visionary report on the educational program, recommending "a broader elective program, on outward-

facing attitude toward society, and a more nurturing approach to students." The report leads to the establishment of Andover's cluster system.



WPAA, Phillips Academy's student-run FM radio station, goes on air in 1966.

SCIENCE DIVISION

The program exposes students to a range of science that will enable them to be informed citizens and to pursue further study in those areas of science that interest them. The introductory courses provide a solid foundation for interdisciplinary or discipline-based advanced work. Electives provide opportunities for students to place their scientific knowledge in a broader context and to explore topics that are rarely encountered in a secondary school science curriculum. In fulfilling the requirement of two yearlong courses, students work individually and in groups to become active, confident questioners, problem-solvers, and experimenters. The range of course offerings allows students, in consultation with teachers and advisors, to craft a program responsive to their interests, abilities, and backgrounds. The state-of-the-art Gelb Science Center opened in January 2004.



66

COURSE LIST

Introduction to Biology
Ecology
Animal Behavior
Microbiology
Evolution and Ecology
Topics in Advanced Biology
Cellular Biology
Human Physiology
Molecular Biology Research
Human Genetics
Ornithology

BIOLOGY

Introductory courses give students a general background and an understanding of some of the current trends in biology.

Advanced courses permit students to study some topics in considerably more depth. The laboratory and field work in these courses give students experience with the techniques of chromatography, electrophoresis, spectrophotometry, statistical analysis, dissection, and genetic engineering, as well as qualitative and quantitative field analyses.



The Washington Intern
Program begins for
Andover students, in

conjunction with Exeter,
in 1969

$$e^{\pi i} + 1 = 0$$

In 1969 Math 55 is
offered, covering topics
and their application in
linear algebra, multi-
variable calculus, and
probability.

Students who love working in the laboratory and have completed a year of biology and chemistry are invited to join the laboratory research course, where they learn state-of-the-art genetic engineering techniques and apply them to independent research projects. This course provides a unique opportunity for advanced biology and chemistry students to work in close collaboration with a faculty mentor and peers in an informal laboratory setting. Some students use the course as a springboard to further summer research work.



Opened in January 2004, the Gelb Science Center provides an ideal environment for the continuing evolution of science education at Andover. The Gelb's flexible space accommodates wide-ranging activities, enabling easy transitions from full-class discussion to small-group work, from computer to lab bench, from blackboard to state-of-the-art audio-visual system. A combination of laboratory-classrooms, laboratories, and seminar rooms for core courses is complemented by specialized and dedicated research spaces, including the molecular biology lab, the astronomical observatory, and the chemical instrumentation room. Informal study areas, offices, and meeting spaces invite out-of-class collaboration between faculty and students. Throughout, the center is equipped with access to the campus computer network and the Internet.

The interdisciplinary course *Man and Society* is introduced in 1970, focusing on revolutionary Mexico and urban America, coupled with an off-campus experience.



Term-contained elective courses are introduced in 1971.



In 1971 a mainframe computer is installed in Morse Hall to begin computer education at Andover.



COURSE LIST

Introduction to Chemistry
College Chemistry
Chemistry of the Environment
Organic Chemistry
Advanced Placement Chemistry
Advanced Chemistry
Spectroscopy and Chromatography

CHEMISTRY

In the core introductory course of inorganic chemistry, students explore the central themes of all chemistry: structure, kinetics, and thermodynamics. Within this framework, topics include atomic structure, stoichiometry, gases, solids, solutions, equilibrium, electrochemistry, and nuclear chemistry, among others. Interactive lectures, chemical demonstrations, and group work help students realize how these seemingly abstract ideas are an integral part of everyone's world. Computers and calculators (for graphing, data analysis, and audio-

visual applications) are proving increasingly useful components in this endeavor. Investigative lab work enriches the way in which students explore chemistry and is a vital component of the program. Working alone and in groups, students probe the chemical world with a variety of tools, including top-loading and analytical balances, pH meters, spectrophotometers, and a Fourier transform infrared spectrometer.

COURSE LIST

Environmental Science
Meteorology
Human Origins
Exercise and Medicine

INTERDISCIPLINARY SCIENCE

In addition to courses such as *Chemistry of the Environment*, *Evolution and Ecology*, and *Ecology* (see biology and chemistry sections), the department offers the yearlong course *Environmental Science*, which focuses on scientific understanding of the factors that influence the biosphere and considers

the roles of economic forces, cultural and aesthetic considerations, ethics, and regulations in shaping our environment. *Meteorology* is a term-contained elective focused on the atmospheric environment and weather.



In March 1972, Theodore R. Sizer, former dean of the Harvard Graduate School of Education, is named the 12th headmaster of Phillips Academy In *Speculations on Andover* he says,

"Andover ought to stand for the ideal of a heterogeneous school. It ought to demonstrate the special power of such for learning. Accordingly, Andover

should vigorously recruit on international student body, boys and girls of social, racial, national, and religious diversity."

PHYSICS

The physics department offers several introductory courses at various levels of difficulty. Some representative topics are mechanics, waves, heat, electromagnetism, light, and modern physics. The new 16-foot observatory dome in the Gelb Science

Center houses a research-grade telescope that can be controlled remotely via computer. This new facility enhances course work and project work. Recent projects include solar, lunar, and planetary study, astrophotography, computer simulations, and orbit analysis. The department is well-equipped with laboratory and demonstration equipment such as low-friction tracks, photogates for precise timing, cathode ray oscilloscopes for a multitude of uses, a seismograph, and computers for rapid data collection and analysis.



COURSE LIST

Introduction to Physics

College Physics

Classical Mechanics

Cosmology

Physical Geology

Observational Astronomy

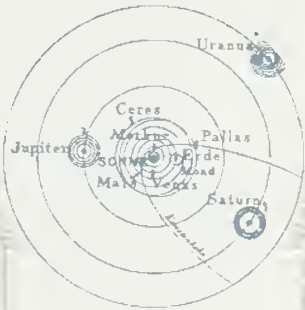
Electronics

Geology of the Solar System

Advanced Placement Physics

Relativity and Quantum Mechanics

Physics Seminar



Post student independent projects in science have included laser transmission of information, holograms, construction of a 27-foot remote-controlled helium blimp, construction of a mag-lev train, and investigation of nonoparticles.



In 1973 Andover merges with neighboring girls' school Abbot Academy under the direction of Headmaster Sizer and Donald Gordon, headmaster of Abbot.



COURSE LIST

World Literature Acting
Public Speaking
Theatrical and Performance
Lighting
Costuming and Makeup
Stage Design
Introduction to Directing
Advanced Acting and
Directing Workshop
Play Production
Dance Performance
Technical Production
Shakespeare Workshop

THEATRE AND DANCE

The Department of Theatre and Dance offers students academic courses in all aspects of theatre and dance, practical exploration in both disciplines, and the opportunity to present their work before an audience.

In dance, students may study ballet or modern dance as an afternoon sport. Classes and dance recitals are held in a studio with a sprung floor; additionally, dance performances are scheduled throughout the year in the school's three theatres.

In theatre, students may study acting and directing; design and construction of scenery, lighting, or costumes; and theatrical theory and history. Also, hands-on instruction is constantly available in all aspects of performance and production. Classes and

performances are held in a state-of-the-art complex that includes a workshop theatre that seats 80; a "black box" theatre which, with 120 movable seats and a computerized light and sound system, is often used for student-directed performances; and a highly sophisticated, 350-seat flexible courtyard theatre that can be configured into proscenium, three-quarter, or arena-style seating. This major theatre boasts a computerized Expression light board and a digital sound system of recording-studio quality and is often used for faculty-directed productions.

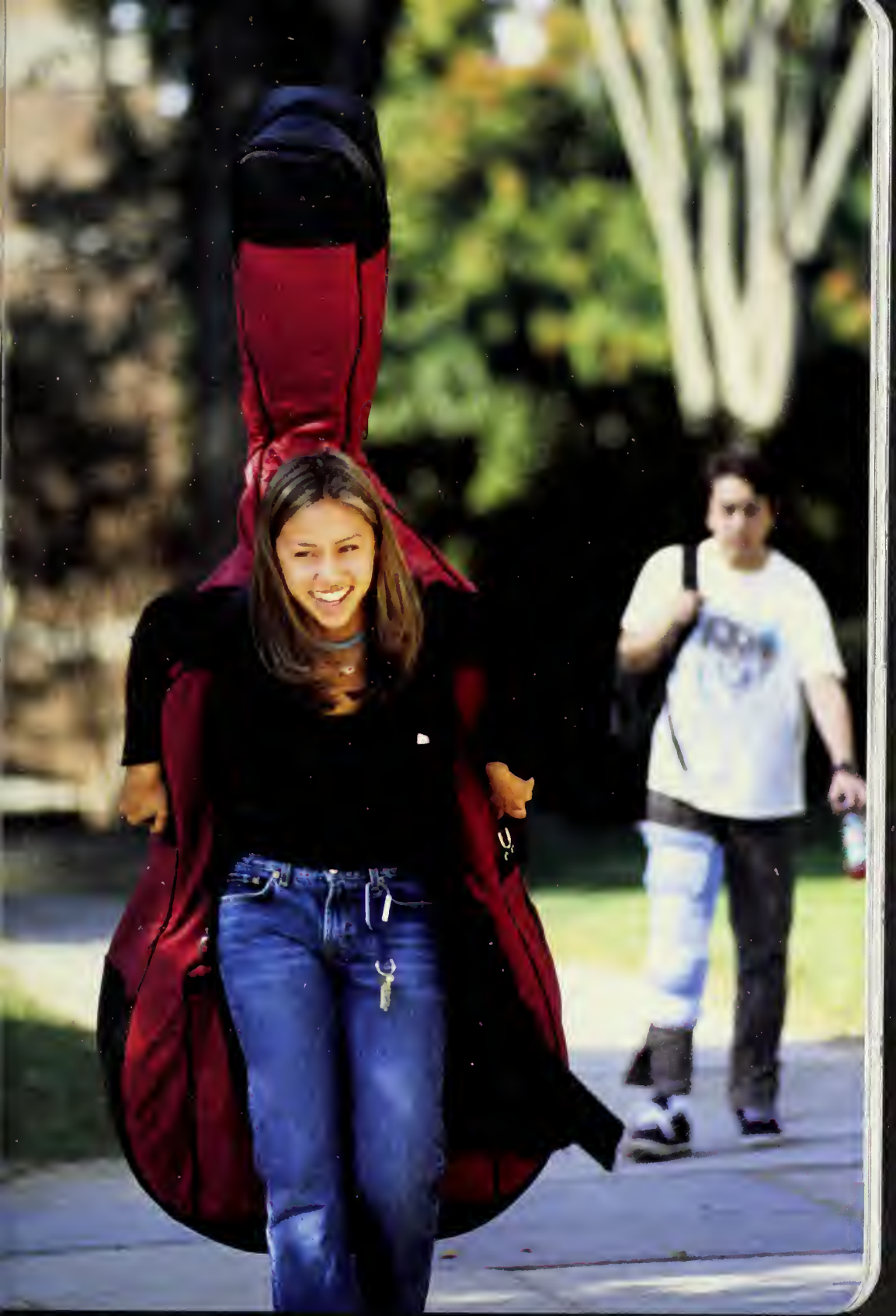
In a typical school year, 30 to 40 productions are mounted either by students working for academic credit under the direction of theatre and dance department faculty or by students in extracurricular organizations. Additionally, professional guest artists in both theatre and dance come to Andover as often as possible to work shoulder-to-shoulder with students in classes and performances.

In 1973 a student penned this verse and posted it to a door the day of the SAT test:

I think that I shall never see
A waste quite like on SAT
An SAT is just a test
to find which people guess the best.
With paragraphs of boring lore
penned before the Civil War
I think erosion is to rocks...
and blackened in the proper box.
For un-computer types like me
such nonsense is on SAT.
Poems are changed by fools like me
but God would blow his SAT.



Dana Delany, future Emmy Award-winning actress, graduates in the first coed class of 1974.



ADVISING AND SUPPORT SYSTEMS

At the heart of the Phillips Academy experience are student-faculty relationships. Many of these relationships develop organically through day-to-day engagement in every venue of the campus with the shared enterprise of learning. Others are more structured to ensure that each developing adolescent is constantly offered the gifts of sustained adult attention and support. (1996 Steering Committee Report II)



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For boarding students, the primary adult contact is a house counselor whose apartment is in the dormitory and with whom the student often forms a close personal relationship. In addition, every Andover student has an individual advisor who helps design the student's course of study and extracurricular program and follows up with biweekly meetings. Together, the house counselor and advisor work to ensure that each student is challenged but also thriving, fully involved but not overwhelmed.

For ninth-grade boarding students, advisors are assigned by dormitory. When the ninth-graders move to upper-class dorms, they are assigned permanent advisors. For ninth-grade day students and for all students who enter in grades 10 through 12, permanent advisors are assigned. The permanent advisor and student are paired until graduation, so their relationship grows as the years go by.

Additionally, every student has five or six classroom teachers, a cluster dean, and a coach or special activities supervisor (plus a college counselor for seniors) each term. These adults provide a network of support for every student at Andover. House counselors, day student advisors, and classroom teachers write to parents at the end of the fall and spring trimesters, and all Andover faculty members encourage parents to call or e-mail them with questions or turn to them for information about their sons' and daughters' progress.

EXTRA HELP

Classroom teachers are available for extra-help sessions during the morning conference period and at other times as well for those who need additional assistance. The Academic Support Center meets with students individually to teach strategies for organizing work, managing time, and improving study skills. Tutoring in individual courses is provided through the peer tutoring program. Psychological counseling is available at the Graham House Counseling Center.

The Phillips Academy Cantata Choir and Chamber Orchestra came into existence under the direction and guidance of William Thomas and began making spring tours in 1977. Past tour

destinations have included Belgium, France, Italy, England, and many cities in the United States.

In 1978 Phillips Academy celebrates its 200th birthday with a broad array of festivities



Donald McItemar is named the 13th headmaster of Phillips Academy in 1981.

COLLEGE COUNSELING

The College Counseling Office carefully guides uppers and seniors through the college admission process. Counseling begins in the winter of the upper year with a series of meetings to outline the 18-month cycle and to explain and demystify the process. Each student is assigned to one of six college counselors; the student and counselor meet first to review academic, personal, and extracurricular histories and goals and then to identify criteria for the development of an initial college list. Individual and group meetings continue in the fall and winter of senior year, focusing on the refinement of the list and the details of the applications themselves. As partners in the process, parents receive periodic newsletters from the College Counseling Office, are invited to on-campus programs on college admission, and are encouraged to share their ideas, insights, and concerns with their child's counselor. The College Counseling Office is committed to the proposition that finding good matches between students and colleges is the key element of the college process. Andover graduates choose colleges that cover a range of sizes, levels of selectivity, and locations. The Andover experience is valued by college admission committees at selective colleges, and many students compile records of accomplishment that make them attractive candidates at highly competitive colleges and universities. Still, college admission is increasingly competitive and there are no guarantees. The College Counseling Office's goal is to help Andover students take charge of this important rite of passage and to provide them with the tools, the power, and the information they will need to make wise choices as they plan for their future. A list of college matriculations for the 2005 graduating class appears on page 153.



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The College Counseling Office maintains a library of college catalogs, financial aid information, and testing materials, and hosts a comprehensive Web site at www.andover.edu/cco. The office hosts several hundred college admission representatives annually, presents workshops and seminars on various aspects of the college admissions process, such as interviewing and essay writing, and advises students about the college admissions testing programs.



In **1981** the Community Service Program is developed, serving three local agencies. Today, students can participate in volunteer projects at over 25 local organizations.



The tuition for boarders in **1982** is \$7,200.



In **1986** Headmaster McNemar and the chief of foreign relations for the Soviet Ministry of Education sign an exchange program with the Novosibirsk Physics-Mathematics School

in Siberia. The program, the first of its kind for high school students anywhere in the United States, begins the following fall. Later in the decade, Nobel laureate and peace activist Andrei Sakharov (above) visits the Academy.

OFF-CAMPUS PROGRAMS

Several outstanding off-campus programs are available to Andover's students. Phillips Academy tuition, fees, and financial aid, however, do not cover the cost of these programs.

SCHOOL YEAR ABROAD

School Year Abroad, an independent program under the aegis of Andover, Phillips Exeter Academy, St. Paul's School, and 23 other independent schools, offers to qualified uppers and seniors a full academic year of living and studying in China, France, Italy, or Spain. While abroad, students live with host families, participate in the activities of local athletic and social clubs, and pursue a course of study (both in English and in Chinese, French, Italian, or Spanish) under the supervision of teachers from Andover and other member schools and native teachers. School Year Abroad offers travel and all college testing and provides full academic credit, permitting students to graduate from Phillips Academy with their own class. Andover students who wish to participate must consult with their advisors or the dean of studies. Financial aid is available. For more information, please call School Year Abroad at 978-725-6828.

SUMMER LANGUAGE PROGRAMS ABROAD

Summer study in Chinese, German, Japanese, and Russian

The Academy has instituted a program to support scholarships for four- to eight-week summer in-country immersion programs for 20 to 25 students per summer in the less commonly taught languages of Chinese, German, Japanese, and Russian.

Exchange in China

Andover students may participate in a five-week summer program with School Year Abroad in Beijing. The program consists of four weeks of intensive language study, followed by one week of travel.



A 30,000-square-foot addition is added to the library in 1988. The library currently holds more than 102,000 volumes.



1991 sees the beginning of the \$5.3 million renovation of the art building. Now known as the Elson

Art Center, the complex is home to Kemper Auditorium; studios for painting, drawing, sculpture, photography, and other art classes; the Palk-Lillard Center for Video and Electronic Imaging; the updated Audio-



Visual Center with two fully equipped multimedia classrooms; and display areas for student work.




SUMMER PROGRAMS

THE PHILLIPS ACADEMY SUMMER SESSION

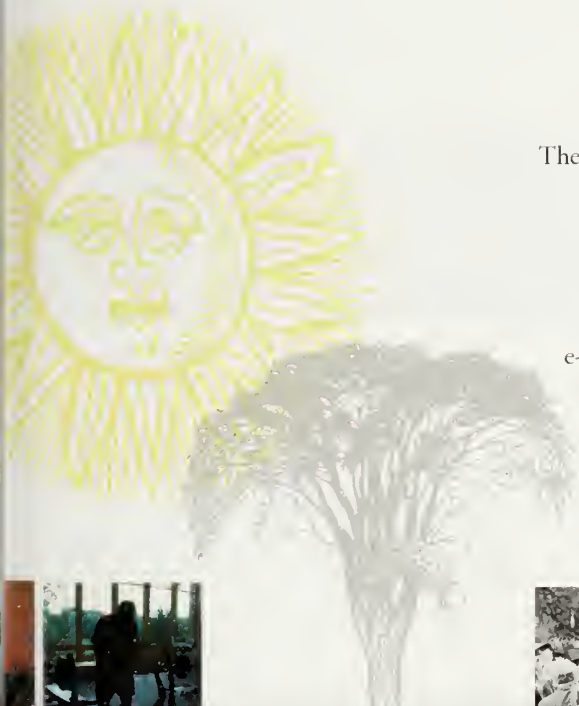
The Phillips Academy Summer Session offers its students academic and personal growth in a rigorous precollege setting. It provides demanding classes, invigorating afternoon activities, engaging trips to colleges, cultural and social activities, and comfortable dormitories that prepare students for collegiate residential life. More than 60 courses are offered in literature and writing, the visual arts, music, languages, computer science, mathematics, the natural sciences, philosophy, the social sciences, and English as a Second Language. The Andover Intensive Music program provides significant practice and performance opportunities with master teachers. The average class size is 14. Applicants must be graduates of the seventh, eighth, ninth, 10th, or 11th grade with a strong school record and a serious desire to spend the summer in challenging, disciplined study. Financial aid is available. Phillips Academy students may enroll in summer enrichment classes. Please call or write:



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The Phillips Academy Summer Session
Phillips Academy
180 Main Street
Andover MA 01810-4161
Telephone: 978-749-4400
e-mail: summersession@andover.edu
www.andover.edu/summersession



The William W. Rosenau
Fitness Center opens in
1992.

The *Life Issues* course
is added to the curriculum
for lowers, and the science
and arts diploma require-
ments are expanded
in 1993.



In 1994 Barbara Landis Chase
becomes the 14th head of school,
the first woman to hold the position.

*"Our students will need
courage and compassion, a
sense of balance and of
humor, a commitment to
work and to their families, a
sure sense of themselves and
a deep commitment to the
community. They will need
knowledge and goodness."*

—Barbara Landis Chase
Investiture Address

The following summer program is not available to Phillips Academy students enrolled in the academic-year program but may be of interest to applicants:

(MS)²: MATHEMATICS AND SCIENCE FOR MINORITY STUDENTS

The (MS)² program offers talented African American, Latino, and Native American students who attend public school the opportunity to attend Phillips Academy for three consecutive tuition-free summers of intense math, science, and English enrichment instruction. The program only accepts applications from students during their ninth-grade year. Boys and girls are selected on the basis of their superior ability and strong interest in math and science, as well as their financial need. The goal of the (MS)² program is to prepare deserving students to attend and graduate from selective colleges and to pursue careers in mathematics, science, engineering, medicine, and related fields. If you have any questions about the program or know of a student who might be interested, please give us a call.

(MS)²

(MS)²

Fernando Alonso, *Director*
Phillips Academy
180 Main Street
Andover MA 01810-4161
Telephone: 978-749-4402
e-mail: ms2@andover.edu
www.andover.edu/ms2

新 春

School Year Abroad, long established in France and Spain, opens a similar program in Beijing, China, in 1994. The program is founded by Andover, Exeter, and St. Paul's School.



THE WORLD COMES TO ANDOVER

Prominent and accomplished visitors deepen the Andover experience.



Endowed lecture funds at Andover bring exciting artists, authors, journalists, poets, performers, scientists, and speakers to campus for community concerts, lectures, readings, and events every year. A number of these guests take part in intimate master classes with students, critiquing student work and offering their knowledge and insight. The following is a partial list of guests who have visited in recent years.



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Julio Alvarez '67

Novelist

Bill Belichick '71

Head coach, New England Patriots, three-time Super Bowl Champs

H.G. "Buzz" Bissinger '72

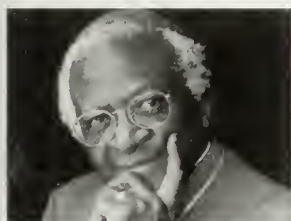
Pulitzer Prize-winning journalist

Trisha Brown

Award-winning dancer/choreographer

L. Paul Bremer III '59

U.S. ombassador and presidential envoy to Iraq



Archbishop Desmond Tutu



Bill Belichick '71



George Bush '42

George Bush '42

41st president of the United States

William Sloan Coffin '42

Chaplain and Social Activist

Harold Decker

Former president and CEO of the American Red Cross

Andre Dubus III

National Book Award finalist in fiction for novel *House of Sand and Fog*



McKean Hall on the Abbot campus is renovated in 1989. Restoration of the remaining two buildings on the Abbot Circle, Draper and Abbot halls, begins in

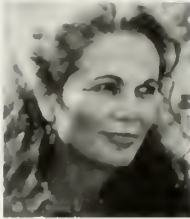
1995, creating the following spaces: the Brace Center for Gender Studies, 12 faculty residences, office space for an outreach program and administrative departments, and an apartment for the visiting artist-in-residence.



In 1996 the town of Andover celebrates its 350th birthday.

In September 1996, Andover's second Faculty Steering Committee, appointed by Head of School Chase, issues its report of the school's educational vision for the 21st century.

- | | |
|-----------------------|---|
| Paul Farmer | Physician and anthropologist, founder of Partners in Health |
| Barney Frank | U.S. congressman (D-Mass.) |
| The Rev. Peter Gomes | Plummer Professor of Christian Morals at Harvard |
| Denyce Graves | Acclaimed mezzo-soprano opera singer |
| Henry Louis Gates Jr. | W.E.B. Du Bois Professor of the Humanities
and director of the Du Bois Institute
for African and African American Research at Harvard |
| David Halberstam | Author and Pulitzer Prize-winning journalist |



Denyce Graves



David Halberstam



David Halberstam



Ralph Nader



Peter Jennings



Bill T. Jones

- | | |
|----------------|------------------------------|
| Seamus Heaney | Nobel Prize-winning poet |
| Peter Jennings | ABC news anchor, author |
| Bill T. Jones | Choreographer, dancer |
| Hu Jin | Award-winning writer, poet |
| Yo-Yo Ma | Grammy Award-winning cellist |
| Lee Mormon | Native American photographer |



The Brace Center for Gender Studies opens in 1996 in historic Abbot Hall as a place to study and understand gender issues within the framework of a coeducational institution

The Board of Trustees in October 1996 approves a strategic plan for the school. One of the plan's goals is to reduce the student body from nearly 1,200 to 1,050 over four years.

Wynton Marsalis

Grammy Award-winning jazz performer

Bobby McFerrin

Vocalist, performer

Rolph Nader

Consumer advocate and 2004 presidential candidate

Odetta

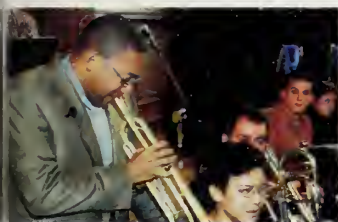
Folk singer

David Roosevelt

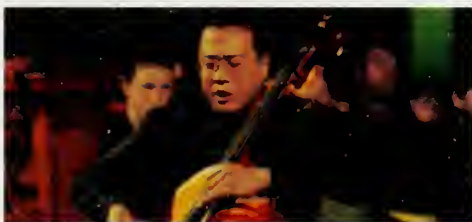
Author of *Grandmère*, a memoir of his grandmother Eleanor Roosevelt

Amartya Sen

Nobel Prize winner in economics



Wynton Marsalis



Yo-Yo Ma



L. Paul Bremer III '59



Odetta



Frank Stella '54



Denyce Graves

Frank Stella '54

Abstract artist

Evan Thomas '69

Assistant managing editor, *Newsweek*

Archbishop Desmond Tutu

Nobel Peace Prize-winning activist against apartheid

Neil Tyson

Space scientist

Derek Walcott

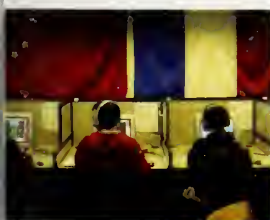
Nobel Prize-winning poet and playwright

James Watson

Nobel Prize-winning co-discoverer of DNA

Richard Wilbur

Pulitzer Prize-winning poet



In 1996 The Language Learning Center is created for students studying foreign languages. It is the first all-digital language lab facility in the

country offering access to real-time video and audio files as well as data over the network.



The student literary magazine, *The Courant*, is voted a first prize by the American Press Scholastic Association in 1996. *Backtracks*, the general interest nonfiction student magazine, wins a second prize in the same competition.



"What I love about Andover is its size. It has a large student population compared to other prep schools, and yet it manages to maintain an incredible sense of community."

—Sarah Takvorian '06, Concord, Mass.

In 1997 the overage is approximately one teaching faculty member for every seven students



The rededication of the Abbot Circle takes place on May 3, 1997 marking the beginning of a new era in the history of that physical space



In May 1997, the Andover baseball team is invited to play against Exeter on historic Doubledoy Field in Cooperstown, N.Y.

In fall 1997, a new advising system is implemented, fulfilling the first of the Steering Committee Report's recommendations.



"In a class Mrs. Chase taught on abolition and its connection to Andover, each student chose a facet of the antislavery movement to study in depth. Mrs. Chase encouraged us to be adventurous, so I wrote a screenplay for a documentary. Mrs. Chase then helped me go through her amazing personal collection of books, and she edited draft after draft of my paper. Between class time, one-on-one meetings, dinners together and regular e-mails, I had the experience of writing a mini-thesis with a dedicated and knowledgeable mentor."

—Elissa Harwood '05, Virginia Beach, Va.

Summernet

In summer 1997 the admission office initiates *Summernet*, a summer distance-learning program over the Internet for new ninth- and 10th-graders.



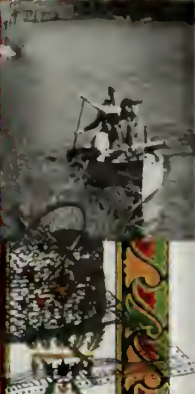
In 1998 Andover celebrates the 30th anniversary of the school's African-Latina-American Society and the 25th anniversary of coeducation on campus.

During fall 1998, Nobel laureates Seamus Heaney and Derek Wolkott and renowned artist Frank Stella '54 spend time on campus working with students in poetry, theatre, and art.

In spring 1999, Nobel laureate James Watson speaks to students about his discovery of the structure of DNA, and Pulitzer Prize-winner Buzz Bissinger '72 receives the Koyden Visiting Fellow Award in Journalism.

On April 24, 1999, Andover kicks off Campaign Andover, the largest fund-raising drive in secondary school history, to raise \$200 million in support of scholarships, salaries, technology, resources, and campus improvements.

**BEAT
EXETER**



PART FOUR: STUDENT LIFE

INTRODUCTION



hat makes Andover such a terrific place? The students—their energy, their optimism, their willingness to learn new things, and their varied backgrounds.

Students come to Andover from Brooklyn and Beijing. Some are conservative, while others are liberal. They represent a variety of religions and cultures. We have students with special talents in areas ranging from math to theatre and from sports to music; some arrive with demonstrated abilities in all areas, but many develop new interests while they are here. Our multifaceted adult community offers Andover students the opportunity to meet others who can share their interests and appreciate their strengths while providing useful advice when they need it.

The school's cluster system, combined with our academic and psychological counseling services, our Office of Community and Multicultural Development, our chaplains and our health center, enables Andover to provide extensive opportunities for support and guidance. We offer a rich residential curriculum of programs dealing with such issues as health and wellness, interpersonal relationships, drug and alcohol use, human sexuality, and racism. We also take care to maintain a low student-faculty ratio in the dormitories so house counselors can oversee their young charges while collaborating with each student's advisor as needed.

Andover's goal is to bring to campus talented students "from every quarter" who can enjoy the advantages of its size while at the same time feel adequately supported and part of the community.



In May 1999, Andover's Robert S. Peabody Museum of Archaeology takes part in the repatriation and reburial of sacred artifacts and the remains of about 2,000

Pecos Indians exhumed during an expedition led by Andover archaeologist Alfred V. Kidder from 1915 to 1929. It is the largest reburial of human remains ever to take place in the country.



In January 2001, George W. Bush, PA Class of 1964, is inaugurated as the 43rd president of the United States.



In spring 2002, Andover celebrates the opening of Phelps Stadium and the Harrison Rink.





The Class of 2006 gathers for their traditional opening of school procession.



In April 2003, Andover celebrates its 225th anniversary and the 175th anniversary of the founding of Abbot Academy with music, colloquia, and festive food.



The \$28 million Gelb Science Center opens in January 2004, enhancing science teaching with state-of-the-art facilities.

Eighteen New Orleans students displaced by Hurricane Katrina join the Andover community in September 2005.



In spring 2006, the Addison Gallery of American Art celebrates its 75th anniversary with special exhibitions and events.



On June 10, 2006, the Memorial Bell Tower is rededicated after extensive renovations. The carillon rings again for the first time in 15 years.

ENT
HIST
TIM

RESIDENTIAL LIFE

In recent years, Andover has emphasized residential life as one of the school's top priorities. The school has lowered the student-faculty ratio in dormitories by reducing the size of the student body and by creating additional faculty apartments in the dorms. The school has also enhanced its advising system. The Academy's goal has been to enrich the interaction between house counselors and students and provide adult support for each student outside the classroom. Additionally, the Academy has made a substantial commitment to the renewal of its campus facilities, spending \$2 million to \$5 million per year on dormitory improvements.



The Clusters

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The cluster system is the heart and soul of Andover's community life. All students at Andover—boarders and day students—are assigned to one of the school's five clusters, which function as small communities within the Academy. Dormitories are assigned to clusters according to their geographic neighborhood; each cluster includes girls' and boys' dorms, about 220 day and boarding students from most classes, and 40 faculty families. Clusters create the personal atmosphere of a neighborhood in which people get to know each other through living together and sharing in cluster functions.

The dean of students oversees the five clusters, each of which is supervised by a cluster dean who knows all the students in the cluster, works closely with student leaders, and is available to students and parents for information and advice. Clusters do not affect students' classes, their extracurricular activities, or interscholastic sports, but student orientation, intramural sports, weekday social functions, Blue Key spirit activities, and disciplinary procedures are all organized by cluster.

Dormitories

Boarding students live in boys' or girls' dormitories with house counselors and their families. The dormitories vary in size, housing from four to 42 students. One faculty family is in residence in the smallest dormitories; large dormitories have as many as four faculty residences. All living arrangements encourage close relationships among students and between students and house counselors. Parents can easily keep in touch with students. Each boarding student has a private telephone with voice mailbox as well as an e-mail account and in-room high-speed Internet access. Day students have e-mail accounts and voice mailboxes. All students can receive U.S. mail and package delivery through their student mailboxes in George Washington Hall. One-third of the

boarding students live in single rooms, two-thirds in double rooms. Because students benefit from knowing members of all classes, most dormitories house lowers, uppers, and seniors. Juniors, the youngest students, benefit from extra supervision and guidance and so live together in dormitories with special study and lights-out policies.



Ninth-Graders: Juniors

Andover's ninth-graders (juniors) enjoy the support of an academic and residential program specially crafted for their class. A coordinated approach permits classroom teachers, house counselors, and advisors to confer and plan as they address these young students' needs and encourage their growth. Each junior day student is assigned to a faculty member who serves as the student's advisor throughout the student's Andover career, providing continuity and support as the student matures. Junior boarding students live in designated junior dormitories with house counselors who monitor their progress carefully and with upper or senior prefects who have been selected because they are role models for good study habits, self-confidence, and community spirit. For ninth-grade boarding students, advisors are assigned by dormitory. At dormitory meetings, juniors explore topics, ranging from study skills and time management to community living and goodness, that help Andover's youngest students adjust to living away from home. With this foundation beneath them, junior boarding students move in the 10th-grade year to upper class dorms where, along with a house counselor, each is paired with a permanent faculty advisor who sees him or her through the Andover career.

Brove, but with effort, hod the school-boy come
To the cold comfort of o stronger's home;
How like o dogger to my sinking heart
Come the dry summons, "It is time to port;
Good-by!" "Goo—ood-by!" one fond maternal kiss ...
Homesick os deoth! Wos ever pong like this? ...
Too young os yet with willing feet to stroy
From the tome fireside, glod to get owoy, —

From *The School-Boy*
by Oliver Wendell Holmes
Class of 1825

"Finis Origine Pendet—
*The end depends upon the
beginning. I think of this
motto when I think of our
focus on the juniors. They
are at the beginning of their
time here, and the faculty feel
so strongly our responsibility
to ensure that it's the best
beginning it can be.*"

—Paul Murphy '84
*Instructor in Mathematics;
Director of Summer Session*

RESIDENTIAL EDUCATION AND SUPPORT

Andover takes seriously its responsibility to help students maintain a healthy lifestyle and has developed several specific programs to address alcohol and drug use, human sexuality, nutrition and body image, and many other issues that concern young people today. Some of the programs are required, some are voluntary; all are for boarding and day students alike.

Each fall, all new students attend four basic classes in alcohol- and drug-use prevention; all returning students choose from more than 30 related workshops given by the Freedom from Chemical Dependency Foundation.

Every student also attends Martin Luther King Jr. Day seminars in January and AIDS education workshops in the spring. All lowers (10th-graders) participate in the once-weekly, two-term *Life Issues* course "Living and Learning in a Multicultural Community." Topics in the course include friendship, identity, drugs and alcohol, sexuality, gender, and racism.

The Brace Center for Gender Studies, the Women's Forum, and the Date Rape Prevention Team offer programs designed to educate the community on gender issues. Those wishing to explore the issues of diversity can join CAFE (Community Awareness for Everyone). Other student-run organizations and support groups deal with such important issues as body image, the aftermath of divorce, and standing against drugs and alcohol.


The residential education program is challenging and helpful to students during their years at Andover and, they say, when they leave for other settings as well.

ISHAM HEALTH CENTER

Phillips Academy employs a full-time physician/medical director who is Board-certified in pediatrics and pediatric endocrinology, a licensed nurse-practitioner, and 11 registered nurses to staff Isham Health Center. The center is an 18-bed licensed hospital, and is open 24 hours a day while school is in session. Services provided by Isham include lab work and X-rays, a pharmacy, nutrition counseling with a dietitian, and scheduled clinics for orthopedics/sports medicine, dermatology, and psychiatry. The Isham staff maintains close association with approximately 60 medical, surgical, and dental specialists in the Andover and Greater Boston communities who are readily available for consultation. Isham Health Center also welcomes requests for follow-up and continuing care from students' home physicians.



GRAHAM HOUSE COUNSELING CENTER



The Counseling Center, located in its own building on Wheeler Street directly behind Cochran Chapel, has two primary roles: to serve the individual psychological needs of students, faculty, and staff and to foster the psychological health and well-being of the Phillips Academy community. The Counseling Center's services include individual and group counseling, psycho-educational programs, specialized training programs, and consultation services to parents, teachers, and departments. All services are provided without charge. Appointments may be scheduled through the Graham House secretary (978-749-4360) or through an individual counselor. Drop-in visits are also welcomed.

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THE CAMPUS MINISTRY

Phillips Academy's interfaith ministry responds to the spiritual needs of the whole school community. While the chaplaincy includes representatives from Protestant, Roman Catholic, and Jewish traditions, chaplains assist students of all religious traditions.

Campus religious communities gather weekly for worship and fellowship. Major celebrations of the religious year, such as Yom Kippur, Easter, and Ramadan, occur on campus or nearby. We also celebrate our common values during secular holidays and encourage support for universal needs like peace, justice, and the alleviation of hunger.

Student religious associations include CHILL (Protestant), the Catholic Student Fellowship, the Jewish Student Union, the Muslim Student Union, the Hindu Student Union, the Society of Friends (QUAKE), and the Andover Interfaith Council. Our interfaith ministry welcomes the formation of new student and faculty groups that respond to religious needs.

RULES AND DISCIPLINE

Honesty and respect for self and others are principles that guide expectations for interactions among all members of the Andover community. *The Blue Book* outlines behavioral guidelines, policies, and rules. Students should know and comply with these rules.

When a student violates a school rule, a hearing is conducted by a disciplinary committee made up of members of the student's residential neighborhood, or cluster. In this way, faculty members and students most familiar with the student investigate the infraction and determine an appropriate disciplinary response. We believe developing adolescents can learn from their mistakes.

Therefore, we practice a second-chance system that allows students who commit a major rule violation to remain at school so long as they demonstrate a willingness to follow rules in the future. However, serious offenses involving a student's integrity or social offenses that threaten the well-being of individuals or the school community may lead to immediate dismissal.

OFFICE OF COMMUNITY AND
MULTICULTURAL DEVELOPMENT

In keeping with the school's *Statement of Purpose*, the mission of the Office of Community and Multicultural Development is to raise awareness and encourage understanding of differences of race, ethnicity, religion, gender, socioeconomic class, geographical origin, and sexual orientation. The office sponsors workshops, lectures, and educational programs for the entire Phillips Academy community and contains a small library and reading area. The dean, student advisors, and program coordinators provide support to individual students and student groups. Additionally, the office coordinates professional development opportunities for faculty and promotes mentoring programs.

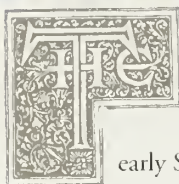
Learning takes place differently for each person within this complex and diverse community. Students and faculty benefit from attending our many organized cultural celebrations, lectures, and workshops throughout the year. Sometimes the most meaningful learning comes in informal conversations sparked by current societal issues. CAFE (Community Awareness for Everyone) provides an open forum for students and adults to gather and engage in cross-cultural dialogue.

Students learn that through investigation and greater understanding of experiences outside their own they are better prepared to come to a greater understanding of themselves. We have an obligation to assist in their awareness of an ever-evolving world and the role they can play in making a difference.



Special Events

- Asian Arts Festival
- Black Arts Celebration
- Community Service Celebration Day
- Community Service Public Service Speaker Series
- Divali
- Gay Pride Celebration
- GeagraBee
- Oxfam Benefit Auction
- International Festival and Dance
- International Women's Day
- Jewish Cultural Weekend
- Kwanzaa Celebration
- Latina Arts Celebration
- Martin Luther King Jr. Day
- Tongues of Hope Warship Service



DAILY LIFE

Andover operates on a trimester system. The year begins in early September and ends in June, with breaks in December and March. Students normally have four or five class meetings per day. Classes are held on Monday through Friday, with shortened class days on Wednesday morning and classes on selected Saturday mornings in the fall and spring terms. Classes do not meet on Sunday.

The weekly schedule provides time for independent study, rehearsals, and sports, for informal visits to the museums, and for extracurricular activities.

Students participate in athletics at least four afternoons a week; in addition, interscholastic competitions are held on Wednesday and Saturday afternoons.

All students also spend about two hours each week in the school's work program, which is designed to instill a sense of community responsibility for the daily operation of the school, to remind students of the practical elements of life beyond academia, and to help the school reduce its operating costs. Students share the jobs of cleaning the dormitories' hallways and common rooms and helping in classrooms, offices, and laboratories.



HOMEWORK

Academic course work is intensive and involves about 20 to 25 hours outside-of-class preparation each week. On nights before classes, formal study hours begin at 8 p.m., at which time students must be signed in to their dormitories or an academic area on campus. By 10 p.m. (9:30 p.m. on Sunday and Thursday), students must be studying in their dormitories and signed in for the night.

Despite the amount of time that must be spent on academic pursuits, most students become involved in extracurricular activities and social events. By allowing students to make some choices about how they spend their time, Andover encourages independence and personal responsibility.

WEEKENDS



Social events during the week are limited by the demands of the academic program, but the weekend program on campus is exciting and varied. Weekend activities include theatre and musical performances, dances, concerts, coffee houses, lectures, movies, art exhibitions, plays, and informal activities. Day students may attend all of these events and are permitted, with their parents' and the house counselor's permission, to sleep over at a friend's dorm; similarly, boarders, with proper permission, may sleep over at a day student's home.



DRESS CODE

Andover does not have a formal dress code, but students are expected to be neat and clean and to dress appropriately for each occasion.



MEALS

Meals are served in Commons, a central dining hall comprised of four handsome, traditional dining rooms and four modern serving areas. Several entrees, a pasta bar and salad bar, and homemade bread and soup are available daily. The cost of meals is included in the tuition of both boarding and day students.

"The best thing about Commons is that, since it is open all day, you can always find something to eat. I especially enjoy the special dinners—cluster meals, Asian Arts, International Dinner, Soul Food Night. They are all really good, and I personally love the meatloaf and the salad bar."

—Carly Villareal '07, Portola Valley, Calif.





THE DAILY BULLETIN FRIDAY, JANUARY 27, 2006

STUDENT LIFE

ADDISON GALLERY RECEPTION

Friday, January 27, 5:30–7:30 p.m., opening reception at the Addison Gallery: 'Portraits of a People' and other winter exhibitions. The student *a cappella* group The Yorkies will be singing at the opening of the exhibit at 6 p.m. and again at 7 p.m.

BLUE & SILVER BALL

Saturday, January 28, 8:30 p.m. in Commons. Tickets \$5.

INTERNATIONAL CLUB MOVIE

Join International Club at 7:00 p.m. TODAY, Friday, in 1924 House to watch *Arizona Dream*, the only English-language movie of award-winning director Emir Kusturica, starring Johnny Depp, Faye Dunaway, and Jerry Lewis.

MOVIE NIGHT

Saturday, January 28, in the Underwood Room
7:00 p.m.—*Bill & Ted's Excellent Adventure*
9:00 p.m.—*Four Brothers*

MOZART BIRTHDAY WEEKEND RECITAL

The Phillips Academy Music Department invites you to attend a musical celebration in honor of Mozart's 250th birthday.
Friday, January 27, 7:30 p.m.—Faculty Chamber Music Recital, Timken Room, Graves Hall
Saturday, January 28, 7:00 p.m.—Academy Chamber Music Society, Timken Room, Graves Hall
Sunday, January 29, 3:00 p.m.—Faculty Concerto Concert, Cochran Chapel

THEATRE WORKSHOP

Friday, January 27, 6:45 p.m., "Every 17 Minutes the Crowd Goes Crazy" by Paul Zindel and "Wash and Dry" by Shel Silverstein, in the Theatre Classroom, GW Hall. Free admission.

WINTER CARNIVAL

Snow tubing at Amesbury Park, TODAY. Buses will start loading at 5:30 p.m. behind the Gym. Cost is \$12 per person, which includes snow tubing, bus ride, food and dancing. Tickets will be on sale during lunch in Commons and will also be available in the Student Activities Office.

SUMMER OPPS

SUMMER OPPORTUNITIES ESSAY COMPETITION

BROADREACH and Academic Treks, offering summer adventures (scuba, sailing...) and marine science, language immersion/cultural studies has targeted our school among 30 others to participate in their new School Scholarship essay contest! 15 full tuition scholarships (up to \$4,800) will be awarded in March for the best student compositions.

TODAY'S B'DAYS

Colleen T., Aretha C., Stephanie T., Kate M., Theodore C.,
Olamide B., Sarah R.

EXTRACURRICULAR ACTIVITIES

Extracurricular activities are an important aspect of a student's education, and Andover offers a rich fare, thanks to the range of interests among the student body. The Andover Ambassadors handle the responsibility of conducting campus tours for the admission office, and older students who are members of the Tutorial Program offer academic help to fellow students. The student radio station, WPAA, audio-streams programs daily, serving the student body. *The Phillipian* is the Academy's prize-winning, student-run weekly newspaper. Students write the articles and headlines, take the pictures, and lay it out. The school yearbook, *Pot Pourri*, the literary magazine, *Courant*, plus half a dozen other student publications provide more opportunities for those with a literary bent. Cultural and religious organizations abound, as do theatre and music clubs and course-related groups such as the *Cercle Français*, Andover Latin Society, and Philomathean Society. In fact, there is no limit to the variety of organizations or the enthusiasm of their members. Students who do not find an existing club or organization that meets their needs are encouraged to start one.

STUDENT ORGANIZATIONS

MEMBERS ELECTED:

Blue Key Society
Student Council

OPEN TO ALL:

A La Carte
ADAAC (Andover Drug & Alcohol Awareness Committee)
Af-Lat-Am
Africa Outreach
Amnesty International
Andover Ambassadors
Andover Anime
Andover Barbeque Society
Andover Bocce
Andover Croquet Club
Andover Economics Society
Andover Fencing Club
Andover Investment Club
Andover Japanese Connection
Andover Korean Society

Andover Snowboarding Society
Andover Taiko Drumming
Andover Young Democrats
Andover Review
Architecture Club
Art Club
Asian Society
Attack/Counterattack
Azure a Cappella
Backtracks
Badminton Club
Capture the Flag
Catholic Student Fellowship
Chess Club
CHILL (Christianity Happening in Living Life)
Chinese Language Club
Chinese/Taiwanese Student Assoc.
Club Francophone
Computer Science Club
Courant

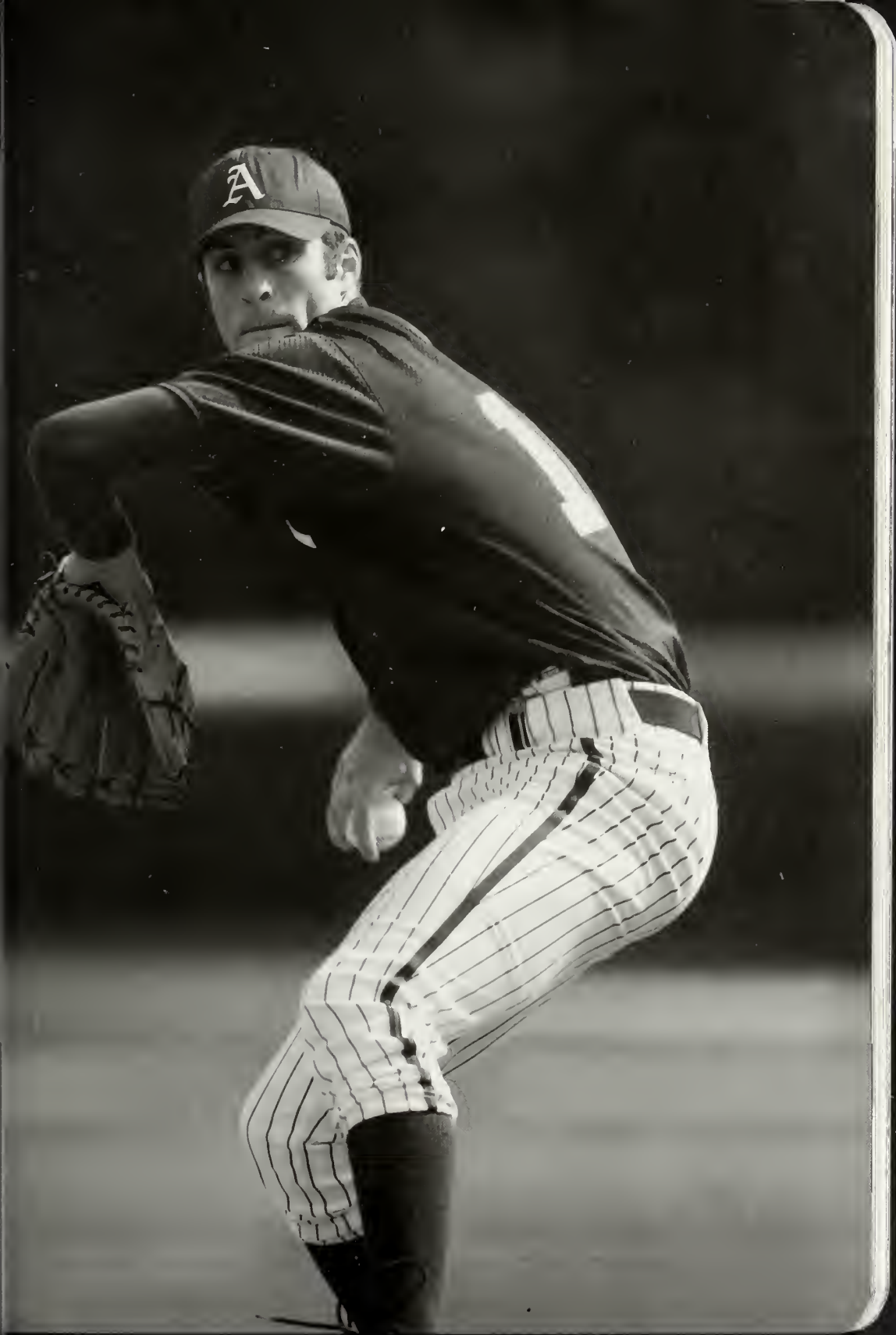


Craft Club
 Diplomacy
 Eco-Action Group
 Engineering
 Falling Eights
 Foro Italico
 Frisbee Golf
Frontline (politics)
 Gay/Straight Alliance
 German Club
 Halo Club (A video game club with
 Microsoft Xbox, Ryley Room)
 Hindu Student Union
 Hippocratic Society
Hue and Sable (arts)
In The Mix
 Indo-Pak Society
 International Society
 Jewish Student Union
 Junior State of America
 Martial Arts
 Math Club
The Megaphone
 Model United Nations
 New Andover Film Society
 Off-Tang Troupe
 OXFAM
 PAECS (PA Environmental
 Conservation Society)

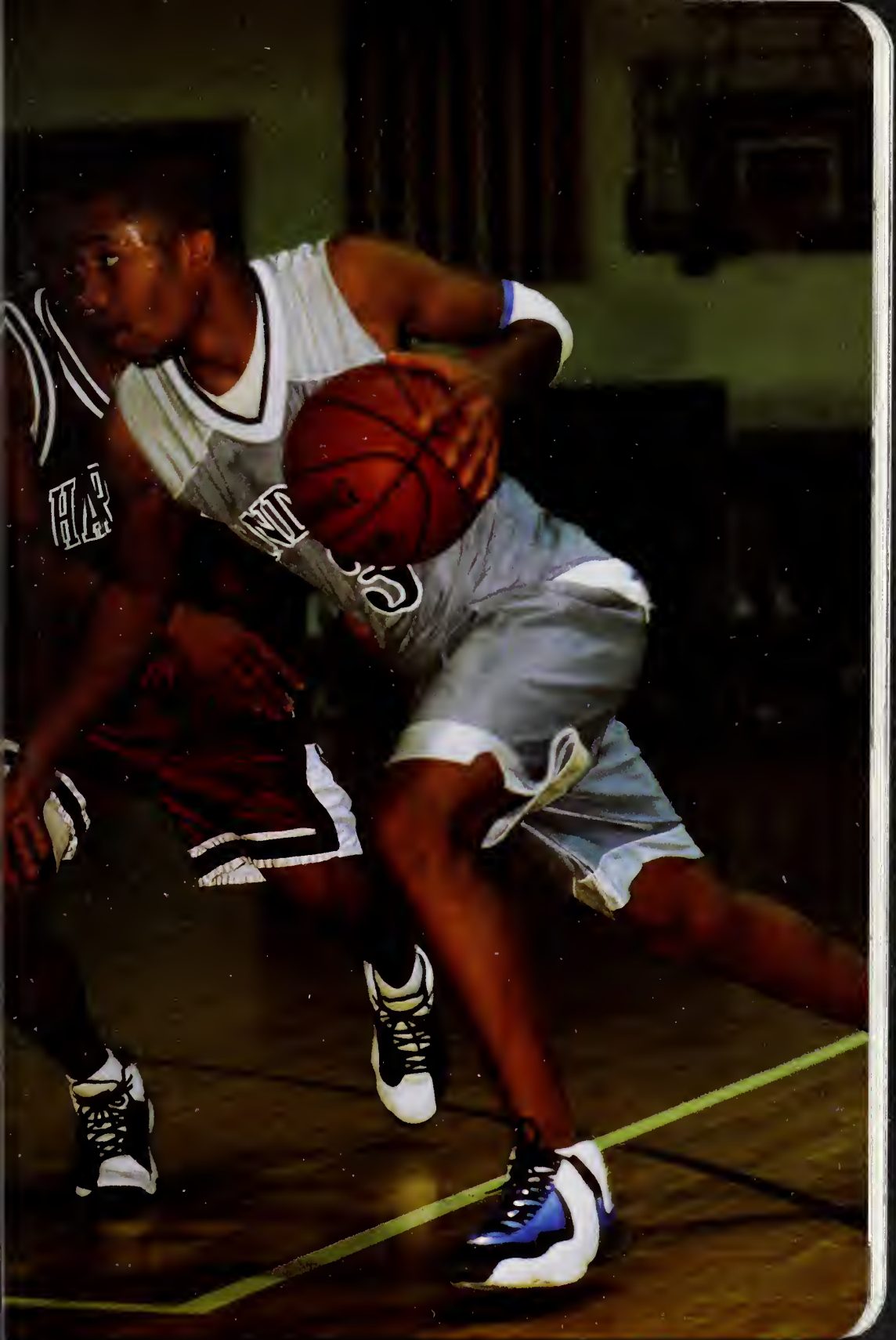
PAPAA (PA Partnership AIDS
 Awareness)
 PA Cricket Club
 PA International Relations Symposium
 Panel One
The Phillipian
 Philomathean Society (debate)
 PHIT (Physical Health
 Information Team)
Pot Pourri
 QUAKE (Quaker club)
 Republican Club
 Rock Climbing Society
 RIOT (Rape Intervention Outreach
 Theatre)
 The Russian Club
 SARC (Students Against a Racist
 Community)
 Science Team
 Southern Club
 Swing Dancing
 Table Tennis
 TechMasters
 Under The Bed Improv
 Women's Forum
 WPAA Radio
 Yorkies (Men's *a cappella* singing group)
 Young Women's Book Club













PART FIVE: ATHLETICS



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In keeping with Andover's commitment to provide a depth and breadth of choices to its students, the athletic department offers dozens of sports, dance, and exercise options at every level of instruction.

Competitive athletes work with coaches widely recognized as among the best in secondary school education, and they face rigorous interscholastic competition from other prep schools and from Boston-area colleges. The training room is fully staffed with three certified athletic trainers who work with the school physician and the staff at Isham Health Center. Recreational athletes have as options not only intramural and instructional sports, but such special programs as Search and Rescue, classical ballet, basic fitness (FIT), modern dance, yoga, and aerobics. All lowers (10th-graders) also take one challenge-based physical education course five hours a week for one term. These students are tested for physical aptitude and instructed in safety, health, and exercise physiology, learn drown-proofing, master a ropes course, and gain the information and skills they will need to maintain lifetime wellness.

One of the greatest strengths of the athletic program at Andover is that it includes an commitment to body, mind, and spirit. The program goes from the full spectrum from basic fitness to yoga, but each activity challenges the students to achieve at a higher level in each corner of that wellness triangle. We're proud of what this program represents, and our kids are proud of what they accomplish."

—Martha Fenton '83

Director of Athletics
Chair, Physical Education Department
Instructor in Physical Education



"The athletic facilities at Andover are excellent. They really enhance my appreciation for the sports that I play: football and wrestling. It is amazing to see how many fellow students, faculty members, and alumni come to campus to support our teams on a regular basis. I had never seen so much school spirit before coming to Andover. The sound of everyone cheering from the sidelines makes me perform better on the field and on the mat."

—Hector Cintron '08, Lawrence, Mass.



Andover's athletic facilities are among the finest in the country and include 18 playing fields and 18 tennis courts; the Phelps Stadium, the Soroto Track, three gymnasiums with swimming and diving pools, basketball and squash courts, two dance studios, and a wrestling room; Phelps Park, a baseball field, and the state-of-the-art Rosenou Fitness Center; the Cose Memorial Cage with its indoor track; twin ice rinks; and the James C. Greenway Boathouse on the Merrimack River.

OFFERINGS OF THE ATHLETIC PROGRAM

Similar to the academic offerings at Phillips Academy in their breadth and depth, our athletic program is one of the most extensive in secondary school education. Below is a comprehensive listing of the current offerings.



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Fall

Basic Fitness (FIT)
Cluster Soccer
Instructional Crew
Instructional Fencing
Instructional Skating
Instructional & Recreational Squash
Instructional Swimming
Instructional & Recreational Tennis
Yoga
Spirit Leaders of Andover Madness
Dance
Search & Rescue (coed)
Cross-Country (BV, BJV)
Cross-Country (GV, GJV)
Football (BV, BJV)
Field Hockey (GV, GJV, GJV2)
Soccer (BV, BJV, BJV2, BJV3)
Soccer (GV, GJV, GJV2)
Volleyball (GV, GJV)
Water Polo (BV, BJV)

Winter

Basic Fitness (FIT)
Cluster Basketball
Senior Squash
Recreational Nordic Skiing
Yoga
Spirit Leaders of Andover Madness
Dance
Search & Rescue (coed)
Basketball (BV, BJV, BJV2)
Basketball (GV, GJV, GJV2)
Hockey (BV, BJV)
Hockey (GV, GJV)
Nordic Skiing (BV, GV)
Squash (BV, BJV, BJV2)
Squash (GV, GJV, GJV2)
Swimming & Diving (BV, BJV)
Swimming & Diving (GV, GJV)
Indoor Track (BV, BJV)
Indoor Track (GV, GJV)
Wrestling (BV, BJV)

Spring

Basic Fitness (FIT)
Cluster Ultimate Frisbee
Senior Tennis
Instructional Fencing
Instructional Tennis
Instructional Skating
Instructional Squash
Instructional Swimming
Instructional Volleyball (G)
Yoga
Double Dutch
Dance
Search & Rescue (coed)
Baseball (BV, BJV, BJV2)
Softball (GV, GJV)
Crew (BV, BJV)
Crew (GV, GJV)
Cycling (Coed V)
Golf (Coed V)
Lacrosse (BV, BJV, BJV2)
Lacrosse (GV, GJV, GJV2)
Tennis (BVA, BVB, BJV)
Tennis (GVA, GVB, GJV)
Track & Field (BV, BJV)
Track & Field (GV, GJV)
Ultimate (V)
Volleyball (BV)
Water Polo (GV)

"Fundamentals in Training, or FIT, is a program designed for the off-season athlete to facilitate performance to prepare for an upcoming season. We focus on athletic posture, flexibility, balance, endurance threshold, and movement-pattern training. Besides body weight we use bands, stability balls, medicine balls, and hurdles to achieve our goals. A major goal of the FIT program is for athletes to learn practical knowledge and skills to maintain lifetime wellness."

*Mike Kuta, Athletic Trainer and
Strength & Conditioning Program Coordinator*



The immortal boy, the coming heir of old
Spirits from his desk to "urge the flying ball,"
Cleaves with his bending oar the glassy waves,
With sinewy arm the dashing current braves
The same bright creature in these haunts of ours
That Eton shadowed with her "antique towers."

From *The School-Boy*
by Oliver Wendell Holmes
Class of 1825



"I was lucky to have Clyfe Beckwith as my first coach at Andover. As an advisor and an adult I knew I could trust, he made every practice and game so enjoyable, and he really helped me with my transition. I refer to sports practices as my 'happy time' because it is when I clear my head of all the stresses of the day and focus totally on the task at hand: improving my skills individually and with my team."

—Jackie Price '06, Tulsa, Okla.



PART SIX: THE ARTS



he arts in all their forms are at the heart of Andover life. Students, faculty, and visiting artists study, create, rehearse, and perform 60 musical concerts, 8 to 10 major theatrical or dance concerts with sets and costumes, and 30 smaller theatre or dance productions each year,

and they present a student art show each term.

In classes, students study the theory and history of music, art, theatre, and dance and take such courses as drawing, design, painting, ballet, modern dance, directing,



technical theatre, sculpture, photography, printmaking, architecture, filmmaking, ceramics, computer graphics, chamber music, electronic music, and jazz. At the Addison Gallery of American Art and the Peabody Museum of Archaeology, students find inspiration in the museums' treasures and in the advice offered by visiting scholars and artists. And in their free time, the students make extensive use of the rehearsal rooms, studios, darkrooms, and theatres of George Washington Hall, Graves Hall, and the Elson Art Center, pouring their music, voices, and laughter over a campus enlivened immensely by their robust creative energy.







"It's impossible to say the most difficult piece the students performed recently. We did perform Felix Mendelssohn's oratorio Elijah, so anyone who's reading this will know the kind of music we're doing. Rasaan Ogilvie sang a number of solos in it, and also performed the role of Jim in the musical Big River. His specialty is singing; he's a baritone and a young man who's destined to distinguish himself nationally and internationally. It's exciting to have talent of this sort at a high school, and we have a lot of it! Why, there's Charlene and Jennifer and Nathan and Abigail and Rachel and Adam and Drew, and, oh, the list goes on and on."

—William Thomas

Instructor in Music and Director of Performance

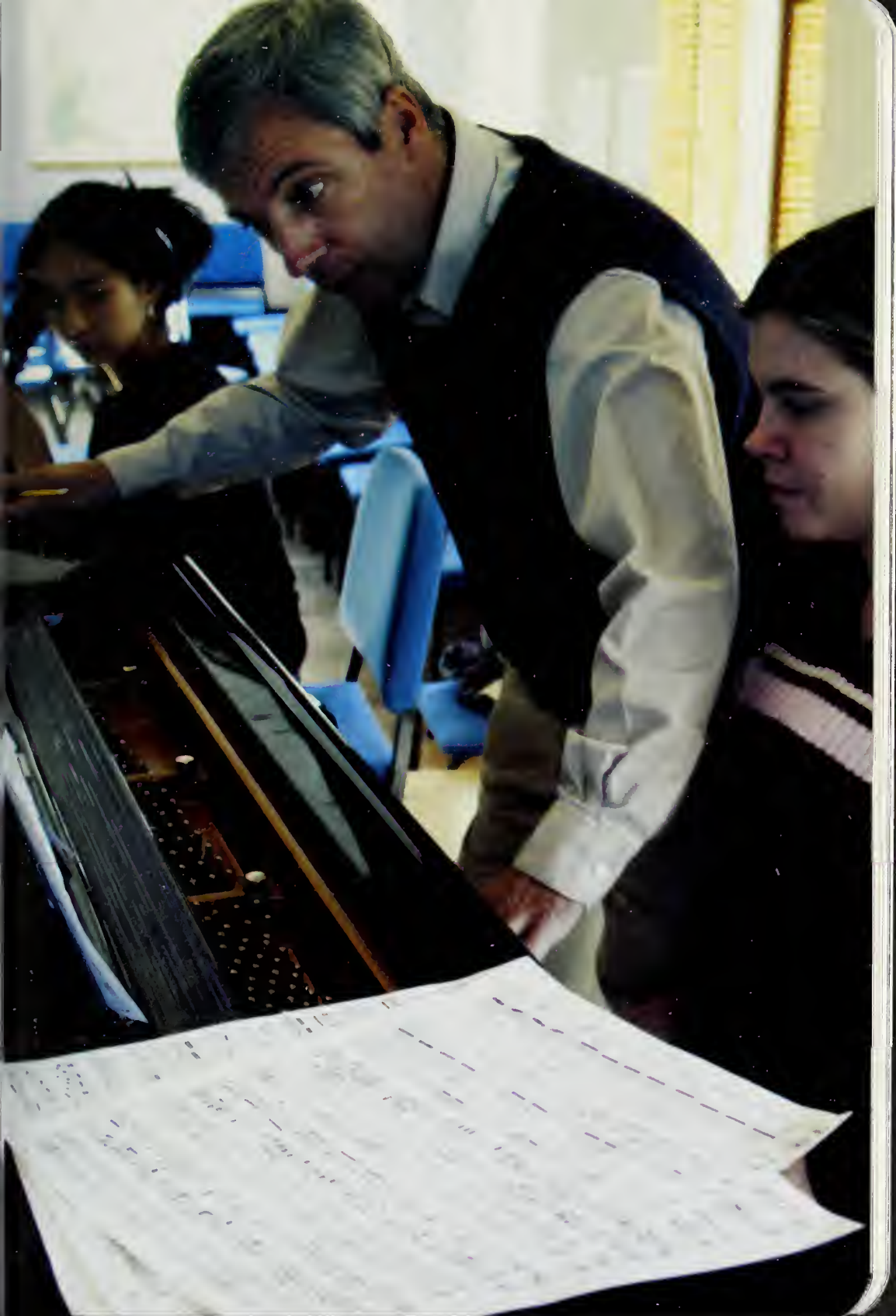
Elsan Artist-in-Residence Jim Hedges and the Addison Gallery recently received a first-place prize from the American Association of Museums for the CD-ROM that documents the exhibition *Colorsound*. For the exhibition, Hedges invited 147 students from Phillips Academy and Lawrence High School to create a work that integrated music and a wall mural of color in the museum galleries.



The Contoto Choir consists of 60 to 80 singers; the Chamber Orchestra has 30 string players and additional winds.



The largest of the school's musical groups is the Symphony Orchestra, with 75 strings, 25 winds, brass, and percussion. Recent performances include Rimsky-Karsakov's *Scheherazade* and *Copriccio Espagnol*, Tchaikovsky's *Romeo and Juliet*, William Grant Still's *Afro-American Symphony*, Rossini's *William Tell*, Shostokovich's *Symphony No. 5*, and Tchaikovsky's *Symphony No. 5*.





PART SEVEN: COMMUNITY SERVICE



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Andover's nationally recognized Community Service Program provides opportunities for students to volunteer their time working with public service agencies in the town of Andover and in nearby Lawrence, North Andover, Boxford, and Methuen. Born of a rich history of public service at both Abbot Academy and Phillips Academy, the Community Service Program now involves more than 400 students each trimester and approximately 90 percent of the student body over the course of a student's time at Andover.

Though giving one's time to better the community can be an end in itself, the program is designed also to be an effective method of experiential education—complete with learning goals, orientation, training, and reflection. Our goals include teaching students about the social and political context in which their work and the agencies' work take place.



Students may volunteer once each term or several hours each week. They may take academic courses or independent study courses that include community service as an integral component, or they may volunteer for programs that meet in the afternoon, evening, or on weekends. Flexibility in the schedule allows students to fulfill their athletic requirement at off-hours should they choose to volunteer in the afternoon, so community service opportunities are available even for varsity athletes and busy artists.

The Community Service Program has been developed so that, through active involvement, students learn more about the larger community and their potential in it. Inevitably, as they live up to the Academy's motto, *non sibi* (not for one's self), they experience great personal growth while developing the knowledge, skills, and commitment for a lifetime of effective participation in public life.

ONGOING PROJECTS

For an up-to-date listing of projects, please request a "Purple Book" or visit our Web site at www.andover.edu/cs.



ELDERLY

Academy Manor Nursing Home
Music for Life
SeniorNet

ENVIRONMENTAL

MSPCA
Groundwork Lawrence
Other student organizations

HEALTH

Corpus Christi AIDS Hospice
Greater Lawrence Family Health Center
Lawrence General Hospital

HOUSING AND HUNGER

Bread and Roses
Lawrence Community Works
Lazarus House
Spring Break Program
Walk for Hunger
Greater Boston Food Bank
Oxfam

NEW AMERICANS

Andover Chinese Cultural Outreach
Commons ESL
Family Service Inc.
French 400: The Francophone Presence
Korean Cultural Outreach at Andover
Project VOICE
Social Science 420: The Urban Studies Institute

Spanish 430: The Hispanic Presence in the U.S.A.

Spanish 530: Advanced Spanish Language in the Lawrence Community

POLITICAL ACTION

Amnesty International
Project VOICE
Center for Global Justice
Other student organizations
Oxfam

SPECIAL NEEDS

ARC
EMARC Swimming
Windrush Farm
Therapeutic Equitation

YOUTH

After-School Art Club
Andover Filmmakers
Andover Lawrence String Program
Bancroft Elementary
Bread Loaf Pen Pal Program and Writing Workshop
The Children's Place at Phillips Academy
Community Day
Care Preschool
English 541: Writing Through the Universe of Discourse
Lawrence Boys' & Girls' Club
Music Enrichment
PALS
Project VOICE
Science Club for Girls
SIS
Sí, Se Puede
Sports Clinics
Theatre Troupe
World Games
Youth Explorations in Science

SPECIAL EVENTS

Alternative Spring Break Trip
Bread and Roses Picnic
City Year Serve-a-thon
Clothing, toy, and food drives
Martin Luther King Jr. Day
Spring Celebration Day
Walk for Hunger

ON CAMPUS

Andover Filmmakers
The Children's Place
Commons ESL
Center for Global Justice
Oxfam
SeniorNet

ACADEMIC COURSES RELATING TO COMMUNITY SERVICE

Art 460: Art in the Community
English 541: Writing Through the Universe of Discourse
Environmental Science 500: AP Environmental Science
French 400: The Francophone Presence
Psychology 420: Introductory Psychology
Psychology 430: Developmental Psychology
Social Science 420: The Urban Studies Institute
Social Science 640: Masculine/Feminine/Human: Issues in Gender Relations
Spanish 430: The Hispanic Presence in the U.S.A.
Spanish 530: Advanced Spanish Language in the Lawrence Community



Public and community service are integral to the educational mission of Phillips Academy. In accordance with the school's motto, *non sibi* (not for one's self), the Phillips Academy Community Service Program strives to:

- promote and provide structured opportunities for students, staff, and faculty to engage in public service;
- foster collaborative relationships with individuals, organizations, and schools that address problems and build upon assets of local and global communities;
- connect academic learning to community problem-solving through the development of service learning courses in a variety of disciplines;
- inspire responsibility and personal growth by supporting volunteers, encouraging student initiatives, and providing a comprehensive leadership education program; and
- motivate students to consider and act upon issues of social justice and civic responsibility and thus foster a commitment to a lifetime of effective participation in public life.

— *The Community Service Program Mission Statement,
written by the 1997–98 student coordinators and faculty advisory board.*











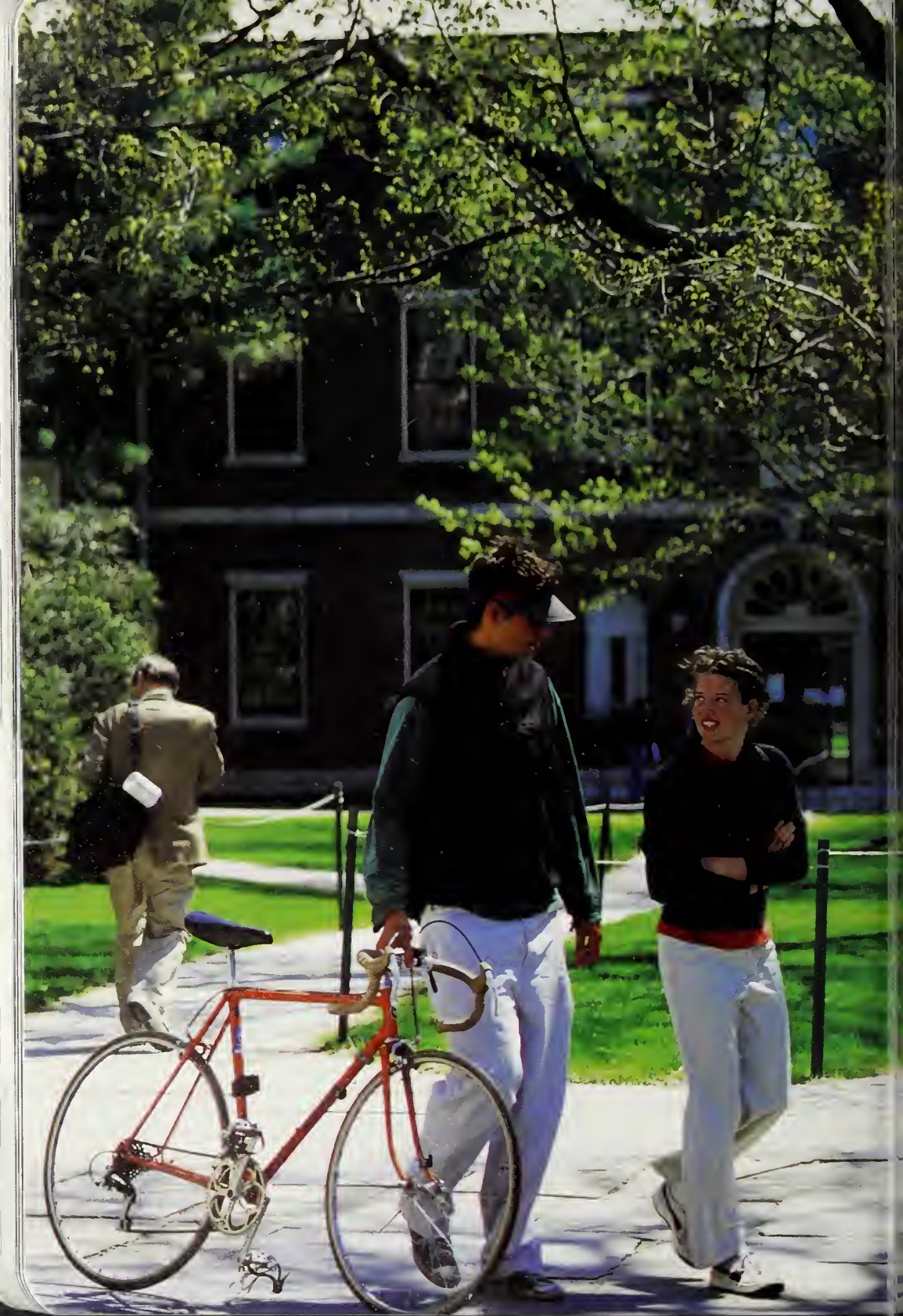
"My favorite part about Andover is most definitely the people. Everyone at Andover is so friendly and warm that it is impossible to pass someone on the walkways without a smile or greeting being exchanged. My group of friends is comprised of a passionate debater, a nationally recognized singer, and a science whiz. Because of the great interaction between individuals who share different interests, Andover is a place where one has the opportunity to reach his or her full potential and beyond."

—Thomas Gebremedhin '06, Blacklick, Ohio



"While the school does work to better the future lives of each student, it is also preparing us to enter a field in which we can make a positive difference. I think speakers such as Dr. Paul Farmer and Ralph Nader come with the hope that they can convince the students to follow their lead in active public service. With the legacy of Andover comes the responsibility to use our opportunities in an unselfish manner."

—Rebecca Agostino '07, Andover, Mass.



PART EIGHT: ADMISSION INFORMATION

YOUTH FROM EVERY QUARTER



he school's constitution, written in 1778, states that Andover "shall be ever equally open to Youth of requisite qualifications from every quarter."

With this principle in mind, the basic requirement for admission to

Andover today continues to be evidence of sound character and strong academic achievement. The school is especially interested in candidates who demonstrate independence, maturity, and concern for others in addition to high performance in studies and activities. Valuing diversity in its student body, the school seeks to bring together a community from all parts of the country and from many nations.

The school's endowment covers approximately one-third of the cost of an Andover education. Therefore, in fact, every student receives financial aid. In addition, because of the generosity of a large number of alumni, parents, and friends, further financial assistance is available. (See Financial Aid and Financial Planning, page 127.)

APPLICATION PROCEDURES

Priority will be given to day student candidates who complete the application and interview by January 15, and to boarding candidates who complete the application and interview by February 1. A decision from the Admission Committee will be mailed on March 10. The possibility of admission is considerably lessened for all applicants who complete the process after the stated deadlines, and decisions for this group may not be rendered before

May 1. A deposit of \$2,000 is required to reserve a place at the time admission is offered to an applicant. If you have questions about Andover's admission or application procedures, please call or write.

Admission Office
Phillips Academy
180 Main St.
Andover, Massachusetts 01810-4161

Admission Office direct line: 978-749-4050
Academy switchboard: 978-749-4000, ext. 4050
Admission Office e-mail: admissions@andover.edu
Academy Web site: www.andover.edu
Office hours: Monday through Friday, 8:30 a.m. to 4:30 p.m., and designated Saturdays, 8:30 a.m. to noon, Oct. 1 through Jan. 31.

DAY STUDENTS

Students residing in several nearby cities and towns may choose whether to apply as day students or as boarders. **This is a one-time-only choice that must be made when the application is submitted to the admission office.** Day students comprise approximately one fourth of the student body.

Students residing in Andover or in North Andover must apply as day students. Applicants from the following Massachusetts cities and towns have a choice: Boxford, Bradford, Dracut, Georgetown, Groveland, Haverhill, Lawrence, Lowell, Lynnfield, Methuen, Middleton, North Reading, Reading, Tewksbury, and Wilmington, and also New Hampshire cities and towns: Atkinson, Pelham, Plaistow, and Salem.

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Families are urged to consider carefully all aspects of each option, including transportation, finances, accessibility to the variety of on-campus activities, and the relative merits of living at home versus school residence for the student. The admission office will be happy to assist families in reaching the best decisions for their needs.

Candidates living outside our day student area but intending to move before September to a day student town should discuss the situation with an admission counselor, apply as boarders, note it on the application, and notify the admission office when the move is completed. At that point, candidates will be changed to day student status. Current students who move to either Andover or North Andover are required to become day students.

FOUR STEPS TO BE COMPLETED FOR APPLICATION

1. Complete the Candidate Statement, Part One of the Application

To begin the application process, complete the Candidate Statement, Part One of the application located online, in the back pocket of the catalog, or in the application packet, and send in the nonrefundable \$40 fee (\$60 for international students) as soon as possible. Checks are to be made payable to the Trustees of Phillips Academy. An applicant file will not be created until the Candidate Statement, Part One of the application is received. The online application can be found at www.andover.edu. Click Admission, then select Part 1—The Candidate Statement, under “The Application Process.” (Applications will not be considered unless the Candidate Statement, Part One, and the fee are received.)

2. Schedule a Personal Interview

Day student candidates must complete their interviews by January 15 and boarding candidates by February 1. Candidates are encouraged to schedule interviews in either the spring, summer, or early fall of the year before they intend to enter. It is in everyone's best interest for the interview to take place as early as possible. A visit to the Academy is desirable, as it gives candidates a chance to have questions answered and see the school.

If a candidate or a member of the candidate's family needs disability-related accommodations, please notify the admission staff at 978-749-4050 in advance of scheduling an interview so we can make appropriate arrangements. Please allow two hours for the tour and interview, and be sure to dress with the weather in mind. After the interview, candidates and their families are welcome to walk about the campus, visit the Addison Gallery of American Art, or watch games and practices. Candidates who cannot visit the Academy are themselves responsible for arranging an interview with an alumni admission representative (see page 131). **Please note: Massachusetts families who need an Alumni Admission Representative interview and have not scheduled one by January 15 should contact the Admission Office for assistance.**

3. Return the Final Application Forms

Final application forms should be completed and returned as soon as final grades are available for the fall term. **The transcript must include current grades for the application to be complete.** Priority consideration is given to day student applications submitted by January 15 and to boarding applications submitted by the advertised deadline of February 1. (Candidates who apply after February 1 should return forms immediately.) Teacher recommendations should be from current teachers. We cannot accept any application forms by fax.

4. Take the Appropriate Standardized Admission Test

Although most candidates for grades 9–11 submit the Secondary School Admission Test (SSAT), candidates who wish to present the Educational Records Bureau's Independent School Entrance Examination (ISEE) may do so. Whenever possible, international students for whom English is not the primary language should also submit the Test of English as a Foreign Language (TOEFL). Many candidates register for the SSAT online at www.ssat.org.

SECONDARY SCHOOL ADMISSION TEST

The 2006–07 *Student Registration Information Brochure*, published by the Secondary School Admission Test Board, Princeton NJ 08540, will be sent by Andover to all candidates. This brochure describes the Secondary School Admission Test, which will be given on the following dates:

November 11, 2006	March 3, 2007
December 9, 2006	April 21, 2007
January 6, 2007	* June 9, 2007
* February 3, 2007	* US/Canada sites only

Candidates are strongly urged to take the SSAT administered in either November or December 2006. Otherwise, candidates should take the January 2007 administration.

TWELFTH-GRADE OR POSTGRADUATE CANDIDATES

Instead of the Secondary School Admission Test, senior and postgraduate candidates must take either the Preliminary Scholastic Aptitude Test (PSAT) or the Scholastic Aptitude Test (SAT) of the College Board Scholastic Aptitude Tests (ETS 609-771-7600). One may register online for the PSAT and SAT at www.collegeboard.com.

Postgraduates are full-fledged members of the senior class and are eligible for all school activities. Because of their academic credits, they frequently have maximum flexibility in course selection.

EARLY DECISION

Andover does not participate in any early decision plan for admission.

SCHOOL COSTS AND AFFORDABILITY

TUITION AND FEES

The tuition for 2006–07 is \$35,250 for boarding students and \$27,450 for day students. The average annual cost to educate a student at Andover is approximately \$56,000. The difference between the annual cost and the tuition charge is made up from gifts and income from endowment, which are the products of the generosity of alumni, parents, and friends. To reserve a student's place for a given school year, a deposit in the amount of \$2,000 must be received by the acceptance deadline, April 10, in the case of a newly admitted student, or by May 1 in the case of a returning student. The deposit is nonrefundable under any circumstances.

The tuition, less the above deposit, is billed in two equal amounts, with half the tuition and fees due July 15 and the final payment due December 1. The award of financial aid scholarship or loan reduces the billed amount accordingly.

An optional Tuition Refund Plan is offered, at 2.5 percent of tuition, to protect against the departure of a student for any reason. Under this plan, 65 percent of the

unused portion of the tuition for school days remaining is refunded (excluding the \$2,000 nonrefundable enrollment deposit and any financial aid scholarship grants).

Unless the Tuition Refund Plan has been purchased, no tuition refund will be made for any student who withdraws, is dismissed, or is absent for any reason after registration.

Tuition covers instruction, board, room (including basic furniture), physical training and most athletic privileges, use of laboratory equipment and material, and admission to all authorized athletic contests and most authorized entertainment at George Washington Hall or elsewhere on campus, including the Saturday evening movies.

The school provides sports uniforms and most athletic equipment. Students are required to bring their own footwear and are urged to bring whatever other personal athletic equipment they already possess.

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OTHER EXPENSES

Tuition does not include a technology fee, materials for art courses, medical expenses and insurance, telephone charges, textbooks, laundry, school supplies, or breakage and/or damage to school property. Typically these expenses total about \$2,000 per year. Tuition does not cover private music lessons or the cost of participation in School Year Abroad or other off-campus programs.

Bills for items not included in tuition charges may be rendered at any time during the school year. All charges must be paid by their due date in order to assure a student's place at the Academy. Students with past-due bills may be asked to leave at any time. The diploma of the Academy will not be awarded to seniors whose school accounts are not paid in full by June 1.

FINANCIAL AID AND FINANCIAL PLANNING

Financial need should never discourage a student from applying for admission to Phillips Academy. Andover offers full financial aid grants for low-income families, and financial aid grants and low-interest, deferred-payment student loans to meet a broad spectrum of need. To help all Andover families with financial planning, the school has created the Andover Plan, an innovative package of payment options.

Financial Aid

Operating Budget: \$11.7 million

Financial Aid Scholarship Grants: \$11.2 million

Average grant for returning students: \$23,900

Student Loans: \$500,000 available in 2006–07

(presently at 6% interest)

The best way to find out if you qualify for financial assistance is to apply.

Because Andover values and seeks an economically diverse student body, aid is awarded only on the basis of demonstrated need. Need depends on many variables, such as family income, number of children, age of parents, other tuitions, unusual medical expenses, taxes, assets, liabilities, and so on.

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TO APPLY FOR FINANCIAL AID

1. When filling out the Candidate Statement, Part One of the application (located online, in the back pocket of the catalog, or in the final application packet), parents should check “yes” for financial aid.
2. You will find a Parents’ Financial Statement (PFS) in your admission application materials. Fill it out and send the original to the School Scholarship Service (SSS) in Princeton, N.J. The SSS uses a formula nationally accepted among independent schools to analyze need and provides Andover with a preliminary estimate of your family’s ability to contribute to educational expenses. The process assures that all schools to which a student applies will base their calculations on the same data. After November 15, the PFS will be available online at www.nais.org. Parents should click “SSS Online” to fill out a PFS online.
3. Send a copy of the PFS to Andover prior to January 15, along with the most recent IRS 1040 and W2 forms when they become available.

Requests for aid filed after the January 15 deadline may not be processed in time to be included in the initial allocation of financial aid funds.

DIVORCED OR SEPARATED PARENTS

The resources of both parents must be considered in cases where a divorce or separation has taken place. This information should be included on the financial statement provided by the school. The availability of complete information from both parents is essential to assure a fair assessment of the family contribution. Lack of this information may result in no award of aid or an arbitrarily low financial aid package. Financial aid award letters are mailed in the same envelope as the letter of admission, on March 10. For more detailed information, direct your e-mail, letter or telephone call to:

James F. Ventre, *Director of Financial Aid*
Phillips Academy
180 Main St.
Andover MA 01810-4161
Telephone: 978-749-4059
jventre@andover.edu

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FINANCIAL PLANNING: THE ANDOVER PLAN

All families, whether or not they are receiving financial aid or loans, benefit from planning carefully the way in which they will pay for their children's education. Accordingly, Andover created the Andover Plan, which offers parents different payment options. The program was designed with the help of KeyBank and prepGATE. Briefly, the options include a one-time tuition payment that avoids tuition increases; programs that access credit loans; and arrangement of a monthly budgeting plan. All students who are enrolled on a full-time basis are eligible for these plans, which are explained in detail on the following page.

THE ANDOVER PLAN

The Andover Plan provides the following payment options for a range of family situations.

	1 Key Education: Monthly Payment Plan A monthly budget option	2 Key Education: Achiever Loan A low-cost private loan
Benefits	<ul style="list-style-type: none"> • Apply online, by phone, mail, or fax • No credit review • No interest • Families may budget any annual amount of tuition expense, other than the nonrefundable enrollment deposit, over the school term • Direct Debit Option—payments can be automatically withdrawn from your checking account • Optional Education Completion Protection—valuable life and disability insurance 	<ul style="list-style-type: none"> • Apply online, by phone, mail, or fax • Reserve funds for 1–4 years of school; interest is charged only on the amounts paid to the school • Low interest rate and overall cost • Can also be used to meet college expenses • Optional Education Completion Protection—valuable life and disability insurance
Features	<ul style="list-style-type: none"> • Pay for one year of school in 10 equal monthly payments beginning May 1 • Application fee of \$55 prior to June 1 then increases to \$100 • Family pays Key, which pays Phillips Academy 	<ul style="list-style-type: none"> • Favorable interest rate; set quarterly based on 3-month LIBOR plus 3.85% (8.78% as of 2nd quarter 2006, 9.06% APR). Borrow from \$2,000 up to the total cost of education less any aid • Funds are paid to Phillips Academy • Up to 20-year repayment term
Eligibility	<ul style="list-style-type: none"> • Any family wishing to pay annual costs in equal monthly payments regardless of financial aid awards 	<ul style="list-style-type: none"> • Main applicant: Parent or sponsor of student, wishing to pay education costs over an extended term
Obligation	<ul style="list-style-type: none"> • Monthly payments to Key over 10 months 	<ul style="list-style-type: none"> • Monthly payments to Key over 240 months
Source	<ul style="list-style-type: none"> • Family funds 	<ul style="list-style-type: none"> • Loan
Contact	<ul style="list-style-type: none"> • Key Education Resources, 1-800-KEY-LEND www.Key.com/educate 	<ul style="list-style-type: none"> • Key Education Resources, 1-800-KEY-LEND www.Key.com/educate
	3 prepGATE: Education Loan A low-cost private loan	4 Phillips Academy: Guaranteed Tuition Single Payment A prepayment option
Benefits	<ul style="list-style-type: none"> • Apply online, by phone, mail, or fax • Approval by next business day • Specially designed credit test to enable increased program access • Low overall financing cost • Can be used to finance college as well 	<ul style="list-style-type: none"> • No tuition increases • Automatic enrollment in Tuition Refund Plan at no cost for the current school year
Features	<ul style="list-style-type: none"> • Favorable interest rate; based on a LIBOR Index plus a margin of 3.5% (8.73% APR). (8.03% as of 2nd quarter 2006.) • 10-year repayment term • No prepayment penalties • No application fee 	<ul style="list-style-type: none"> • Families prepay tuition from their own resources for a student's entire Andover education at the entry-level cost times the number of years, e.g. four for 9th grade, three for 10th grade, two for 11th grade
Eligibility	<ul style="list-style-type: none"> • Any family wishing to pay annual costs in equal monthly payments regardless of financial aid awards 	<ul style="list-style-type: none"> • Main applicant: Parent or sponsor of student, wishing to pay education costs over an extended term
Obligation	<ul style="list-style-type: none"> • Monthly payments to Bank of America 	<ul style="list-style-type: none"> • Prepayment to school of entire four, three or two years of tuition at first year's rate
Source	<ul style="list-style-type: none"> • Loan 	<ul style="list-style-type: none"> • Family funds or loans
Contact	<ul style="list-style-type: none"> • prepGATE, 1-888-353-GATE www.prepgate.com 	<ul style="list-style-type: none"> • Phillips Academy, 978-749-4504 billing@andover.edu

INTERVIEWS WITH ALUMNI REPRESENTATIVES

While it is advisable from the student's point of view to visit Andover, distance frequently renders a visit impractical. When this is the case, the candidate should e-mail or telephone the most conveniently located alumni admission representative and arrange for an interview. After you arrange for an interview with an alumni admission representative, please notify the Andover admission office of the date of the interview and the name of the interviewer. This procedure will help us keep your records up to date. A candidate unable to arrange for an alumni admission representative interview should communicate with the admission office for assistance. All interviews with alumni admission representatives must be conducted by January 15 for day student candidates or February 1 for boarding student candidates or the candidate will not receive a March 10 decision.

Alumni admission representatives are local alumni who have volunteered their time to assist the school with the admission process. They are often busy people who have many demands upon their time. Applicants and their families are urged to schedule appointments with alumni interviewers well in advance of the deadlines to avoid schedule conflicts.

A list of alumni representatives begins on the next page. If you choose to e-mail an alumni representative to request an appointment, please indicate "Phillips Academy interview request" in the subject line.



ALASKA*Anchorage*

Kevin Fitzgerald '78
1525 N Street, 99501-4921
907-274-4431 (H)
907-258-8750 (W)

Juneau

Andy Hemenway '66
PO Box 22506, 99802-2506
907-586-3789 (H)
907-465-2252 (W)
907-209-3865 (C)
amhnhj@gci.net

ARIZONA*Oro Valley*

Susan Stroble (parent)
10881 Pomegranate Drive, 85737
520-877-7980 (H)
slstroble@yahoo.com

Phoenix

Amelia Tseng '98
522 West Holly Street, 85003
602-326-1199 (H)
602-955-8200 (W)
amelia.tseng@pcds.org

Tucson

Randolph Accetta '81
2416 East Fourth Street
85719-4422
520-991-0733 (H)
520-991-0733 (C)
accetta@eller.arizona.edu

CALIFORNIA*Corona del Mar*

John E. Kidde '64
3907 Inlet Isle Drive, 92625
949-640-7075 (H)
kidde3@cox.net

Encino

Jeffrey Reuben '78
3901 Lake Vista Court, 91316
818-345-8171 (H)
310-201-3505 (W)
JLR@JMBM.com

Granite Bay

Jane Tsai Weaver '90
8000 Shelborne Drive, 95746
916-791-3031 (H)
310-990-5790 (C)
tsaijanej@hotmail.com

Larkspur

DeWitt K. Burnham Jr. '74
52 Murray Avenue, 94939
415-725-6947 (C)
dewittburn@att.net

Los Angeles

Trevor Grimm '56
Kaplanis & Grimm
621 S. Westmoreland Ave.
#200, 90005-3902
818-762-6039 (H)
213-380-0303 (W)
tgrimm@covad.net

Menlo Park

Pandu Sjahrir '97
167 Willow Road, 94025
415-321-9491 (C)
sjahrir_pandu@gsb.stanford.edu

Christian Arthur Smith '85
232 Hedge Road, 94025
650-566-1914 (H)
650-210-9000 x257 (W)
650-520-6381 (C)
cs@csaengineering.com

Montecito

Michelle Ebbin '85
2860 East Valley Road, 93108
805-695-8676 (H)
805-969-3839 (W)
805-403-8299 (C)
michelle@basicknead.com

Palo Alto

Harry Chang '80
4354 Silva Court, 94306
415-315-7428 (W)
hkchang@stanfordalumni.org

Thomas Rodgers '88
Advanced Technology Ventures
485 Ramona Street, 94301
trodders@atvcapital.com

Pasadena

F. Jack Liebau Jr. '81
Liebau Asset Management Co.
301 E. Colorado Blvd
Suite 810, 91101
626-795-5200 (W)
liebaufarm@aol.com

Pomona

Johnson Lightfoote, MD '69
Pomona Valley Hospital
1798 North Garey Avenue
91767
626-339-7755 (H)
909-865-9535 (W)
626-827-0770 (C)
lightfoote@msn.com

Redwood City

Daniel Ahn '86
Woodside Fund
350 Marine Parkway
Suite 300, 94065
650-610-8050 (W)
dana@woodsidefund.com

San Diego

Robert P. Allenby '83
3111 Kingsley Street, 92106
619-223-7229 (H)
619-595-3209 (W)
allenby@shlaw.com

San Francisco

Nathaniel Cartmell III '69
Pillsbury Winthrop Shaw
Pittman LLP
50 Fremont Street, 94105
510-848-2999 (H)
415-983-1570 (W)
510-507-1570 (C)
nathaniel.cartmell@
pillsburylaw.com

Stacy Metcalf Kanter '90
The Hamlin School
2120 Broadway, 94115
415-674-5477 (W)
metcalf@hamlin.org
*not available for interviewing
until January '07*

Samuel Miller '66
Folger Levin & Kahn
275 Battery Street, 23rd Floor
94111
415-986-2800 (W)
smiller@flk.com

Thomas Rodgers '88
591 Second Avenue, 94118
trodders@atvcapital.com

Santa Barbara

Wright Watling '68
1493 Isabella Lane, 93108
805-565-7940 (H)
805-899-0010 (W)
wrightwatling@aol.com

Santa Monica

Brewster MacWilliams '77
836 Yale Street, 90403
310-430-2177 (C)
brewstermac@mac.com

Stanford

Richard Bland, MD '58
Stanford University School of
Medicine
CCSR Bldg, Room 1225
269 Campus Drive
94305-5162
650-366-7757 (H)
650-723-8098/8080 (W)
650-269-0289 (C)
rbland@stanford.edu

Venice

Andrew Bakalar '82
GemStar Pictures
1097 Nowita Place
90291-3518
310-392-0503 (H)
andrew@gemstarpictures.com

COLORADO

Aspen

Pamela Zuker '85
970-925-9191 (H)
pamela@bluelink.andover.edu

Boulder

Ginna Jones '86
802 Pine Street, 80302
303-443-0305 (H)
303-725-5029 (C)
ginnajones@yahoo.com

R. Rand Ross '60
745 Mapleton Avenue, 80304
617-901-5203 (C)
ross@smithross.com

Denver

Jeffery O'Brien McAnallen '74
3160 South Detroit Street
80210
303-639-3110 (H)
303-830-0800 (W)
jmcanallen@bmwillc.com

Englewood

William Rapson '63
4480 South Lafayette Street
80113-5944
303-376-4466 (W)
brapson@wsmtlaw.com

Lakewood

Merrimon "Merri" Crawford
Pladsen '78
3351 South Field Street #137
80227
303-986-6379 (H)
merrimon@ix.netcom.com
(prefers e-mail)

CONNECTICUT

Darien

Peter Hawkins '69
PO Box 2386
14 Beach Drive, 06820-5608
203-655-3271 (H)
203-655-1023 (W)

Greenwich

Walter Granruth III '74
283 Round Hill Road, 06831
203-869-1297 (H)
walter.granruth@ubs.com

Andrew LeSueur '84
52 Crown Lane, 06831-3102
203-629-8870 (H)

Nina LeSueur '84
52 Crown Lane, 06831-3102
203-629-8870 (H)
203-719-4282 (W)

New Canaan

Stuart Sawabini '73
163 Oenoke Lane, 06840
203-966-9484 (H)
203-410-7390 (C)

New Haven

Addisu Demissie '97
183 Dwight Street, Apt. 4
06511
abu01@aya.yale.edu

Weston

Lynne Moriarty Langlois '62
9 Tower Drive, 06883
203-222-0234 (H)
apllml2@attglobal.net

DELAWARE

Hockessin

Jo Jayne Soule '70
765 Auburn Mill Road, 19707
302-239-9236 (H)
302-737-7048 (W)
jjs@peculiarpress.com

DISTRICT OF COLUMBIA

Washington

Douglas Ochs Adler '70
2905 32nd Street, NW, 20008
202-625-7744 (H)
202-565-3447 (W)

Elizabeth Close '78
Lizclose@aol.com

Stephen Kroll '64
4718 Upton Street, NW
20016-2370
202-364-8173 (H)
202-224-0363 (W)
202-288-0851 (C)
steve_kroll@banking.senate.gov

Nathaniel Semple '64
3604 Davis Street, NW
20007-1427
202-342-9649 (H)
202-360-1978 (C)
nsemple@rcn.com

Richard Shin '77
LECG, 1725 Eye Street, NW
Suite 800, 20006
202-973-6490 (W)
richard.shin@verizon.net

FLORIDA

Boca Raton

John Cavanagh '95
33 East Camino Real, Apt. 818
33432
561-395-8477 (H)
561-443-6103 (W)
561-543-6458 (C)
John.Cavanagh@
morganstanley.com

Coral Gables

David Duckenfield '84
712 Palermo Avenue
33134-7122
305-476-8126 (H)
305-529-4464 (W)
daduckenfield@yahoo.com

Paul Huck '84
4711 Alhambra Circle, 33146
305-668-9837 (H)
pch1116@bellsouth.net

Naples

Kenneth D. Krier '68
2335 Gulf Shore Blvd North
34103-4369
239-262-8311 (W)
kkrier@cl-law.com

John Richards II
(former faculty)
4260 Inca Dove Ct., 34119
239-514-0787 (H)
richjw55@aol.com

North Lauderdale

Melissa Moo-Young '98
1302 North Santa Catalina
Circle, 33068
954-559-4721 (H)
305-854-4400 x3035 (W)
mjmy@hotmail.com

Orlando

Malcolm P. Galvin III '86
301 E. Pine St., Suite 150
32801
407-210-6593 (W)
321-229-7455 (C)
mpg3@bellsouth.net

Sewall's Point

Sheri Caplan '83
10 East High Point Road
34996
772-463-7081 (H)
sjc007@adelphia.net

Tallahassee

Peter Williams '70
3070 Shamrock North, 32309
850-893-3342 (H)
850-414-3472 (W)
petewilliams1@hotmail.com

West Palm Beach

J.B. Murray '84
Squire, Sanders &
Dempsey, LLP
777 Flagler Dr., 1900 Phillips
Point West, 33401-6198
561-650-7213 (W)
jbmurray@ssd.com

Winter Haven

James Tilghman '89
503 Avenue B NE, 33881
863-698-9130 (C)
jhtil@mindspring.com

GEORGIA

Atlanta

Wayne Elowe '82
Kilpatrick Stockton LLP
1100 Peachtree Street
Suite 2800, 30309
404-815-6590 (W) WElowe@
KilpatrickStockton.com

Dalton

Denis Donegan '52
514 Loveman Lane, 30720
800-597-8447 (H)
dennyd@optilink.us

Rome

Denis Donegan '52
514 Loveman Lane
Dalton, GA 30720
800-597-8447 (H)
dennyd@optilink.us

Roswell/Atlanta

Gretchen Sirk Crawford '92
80 Long Circle, 30075
770-993-3421 (H)
404-269-7935 (W)
gretchen.crawford@cox.com

HAWAII

Honolulu

Francis T. O'Brien '61
820 Mililani Street #701
96813
808-528-3317 (H)
808-543-1810 (W)
808-220-9620 (C)
fobrien@lawctr.net

Thomas Stirling '59
Stirling & Kleintop
1100 Alakea Street, 20th Floor
96813-2833
808-383-2085 (H)
808-524-5183 (W)
t.stirling@hifamlaw.com

ILLINOIS

Chicago

Julie O'Donnell Allen '76
Sidley Austin LLP
One So. Dearborn St., 60603
312-853-7441 (W)
jallen@sidley.com

Tony Armour '74
Tony Armour Photography, Inc.
1726 North Clybourn Avenue
60614
312-266-1662 (W)
tony@tonyarmour.com

Warren von Credo Baker '66
191 N. Wacker Drive
Suite 3700, 60606
312-569-1350 (W)
wbaker@gcd.com

Lynn Ellner, MD '83
850 North DeWitt Place #21K
60611
312-951-0905 (H)

Sara Su Jones '91
431 W. Roscoe #9A, 60657
773-244-1252 (H)
773-244-1252 (W)
sara_su_jones@post.harvard.edu

Evanston

Arthur Winter '73
Winter & Associates
1800 Sherman Avenue
Suite 100, 60201-3785
847-492-5400 (H)
847-492-5400 (W)
wintassoc@aol.com

Naperville

John Lansing '62
1508 Riparian Drive, 60565
630-416-1897 (H)
312-499-3818 (W)
hasseltjtl@aol.com

Springfield

Jon Noll '66
1190 Williams Boulevard
62704-2833
217-787-7317 (H)
217-544-8441 (W)
Noll@Noll-Law.com

Ida Rock Noll '66
1190 Williams Boulevard
62704-2833
217-787-7317 (H)
217-544-8441 (W)
nolllaw1@aol.com

INDIANA

Evansville

Herbert Dan Adams, MD '57
Shining Light Medical
Business Consultant
PO Box 4792, 47724
812-425-4220 (H)
812-459-4221 (C)
drhda501@aol.com

Indianapolis

Christina Lauricella
Klineman '94
PO Box 30734, 46230
317-507-8618 (H)
christinaklineman@yahoo.com

George Parker '79
Indiana University
1111 West 10th Street
1st Floor, 46202
317-278-4120 (W)
geoparke@iupui.edu

IOWA

Cedar Rapids

Richard Stewart '69
855 Camburn Court S.E.
52403
319-362-9736 (H)
319-241-8967 (C)
rick@rickstewart.com

Iowa City

Katherine Porter '92
University of Iowa College of
Law
Melrose & Byington, 52241
319-354-4360 (H)
319-335-7490 (W)
katie-porter@uiowa.edu

KANSAS

Junction City

John Montgomery '58
Montgomery
Communications, Inc.
222 W 6th Street
66441-0129
785-762-5100 (W)
j.montgomery@dailyu.com

Peabody

Frederic Berns '69
1612 60th Street, 66866
620-983-2328 (H)

KENTUCKY

Lexington

Barry Crume '88
4 Deepwood Drive, 40505
859-266-6464 (H)
859-266-5500 (W)
859-351-5500 (C)
barrycrume@
bluegrassbracing.com

Louisville

Peter Beck '60
706 Thorpe Drive, 40243
502-254-7300 (H)
502-254-7009 (W)
502-599-4885 (C)
ptrbec@aol.com

LOUISIANA

Baton Rouge

Sandra Stevens Pate '76
3154 College Drive #B525
70808
225-769-9873 (H)
225-802-8421 (C)
sandrapate@cox.net

New Orleans

Rosanne Marion Adderley '85
3011 Chippewa Street, 70115
504-891-6534 (H)

MAINE

Portland

Peter Bennett '78
The Bennett Law Firm, P.A.
PO Box 7799, 04112-7799
207-773-4775 (W)
pbennett@
thebennettlawfirm.com

Yarmouth

James Longley Jr. '70
6 Abby Lane, 04096-8115
207-846-4158 (H)

MARYLAND

Baltimore

Martha Beattie (former faculty)
1 Kenwood Road, 21210
410-467-9945 (H)
marthabeattie76@msn.com

Michael Polydefkis, MD '84
5106 Springlake Way, 21212
410-502-7610 or
443-287-4656 (W)
mpolyde@jhmi.edu

Chevy Chase

Thomas Strong '82
3102 Black Chestnut Lane
20815
301-654-7507 (H)
202-776-9410 (W)
tomstrong@starpower.net

Garrett Park

Thomas Rodes '54
PO Box 36
11011 Montrose Avenue
20896
301-946-0964 (H)
tmrodes@earthlink.net

Salisbury

Robert Corcoran, MD '62
603 Tony Tank Lane
21801-7028
410-742-5140 (H)

MASSACHUSETTS

Amherst

Peter Seterdahl '82
561 Flat Hills Road, 01002
413-549-5427 (H)
413-222-1519 (C)

Andover

Elizabeth DeLucia '85
18 Alderbrook Road, 01810
978-470-0081 (H)
617-552-6388 (W)
elizabeth_delucia@
hotmail.com

Boston

Katherine M. Bartlett '01
46 Fenway, Apt. 4, 02215
617-947-3512 (C)
katherine.bartlett@bc.edu

Michael Hearle '89
2 Acorn Street, 02108
617-557-4335 (H)

Tony Hewett '72
Davis, Malm, & D'Agostine,
P.C.
One Boston Place, 37th floor
02108
617-589-3853 (W)
ghewett@davismalm.com

Su Kim '93
321 Marlborough Street
Apt. 1R, 02116
617-359-9000 (C)
93skim@bluelink.andover.edu

Christina Kuo '93
646-522-6667 (C)
kuoc@hss.edu

Duxbury

Timothy W. Cameron '75
305 Mayflower Street, 02332
617-875-8738 (H)
617-295-2070 (W)
tim.cameron@db.com

Marblehead

Doug D'Agata '88
1 Abbot Street, 01945-2301
617-301-4704 (W)
ddagata31@comcast.net

Scituate

Joshua Van Kirk McKain '86
15 Captain Pierce Road
02066
617-236-8854 (W)
jmckain@fisher.edu

MICHIGAN

Ann Arbor

Franklin Moore '79
Vintage Financial Services, LLC
101 N. Main Street, Suite 800
48104
734-668-4040 (W)
frank@vintagefs.com

Detroit

Deolis Allen Jr. '71
Lewis College of Business
17370 Meyers Road, 48235
313-862-6300 x252 (W)
deolis2@yahoo.com

James Candler '60
500 Woodward Avenue
Suite 4000, 48226
313-885-5354 (H)
313-223-3513 (W)
jcandler@dickinsonwright.com

Kalamazoo

Stephen Trivers '57
828 Boswell Lane, 49006
269-375-1934 (H)
269-385-2757 (W)
269-370-0590 (C)
StephenTrivers@msn.com

MINNESOTA

Faribault

Nicholas Stoneman '78
Shattuck - St. Mary's School
1000 Shumway Ave.
Box 218, 55021
507-333-1629 (W)
nstoneman@s-sm.org

Mendota Heights

Mary-Louise Clary '74
1179 Ivy Hill Drive, 55118
651-455-0347 (H)
mlclary001@comcast.net

MISSOURI

St. Joseph

Robert A. Brown Jr. '49
1829 Lovers Lane Terrace
64505
816-232-8568 (H)
816-232-7748 (W)
bdandb@stjoelive.com

MONTANA

Absarokee

Brent R. Erickson '89
PO Box 653, 59001
406-671-6812 (C)
berickson@mtrail.com

Bozeman

Todd Hoitsma '80
406-581-1972 (W)
todd@hoitsmaeco.com

NEBRASKA

Lincoln

Timothy Gay '71
2928 Woodsale Boulevard
68502
402-423-4746 (H)
402-472-2773 (W)
tgay1@unl.edu

North Loup

William Brush '68
PO Box 40
107 North Grand, 68859
308-496-4781 (W)
billbrush@
popcorncounty.com

NEVADA

Deeth

William Wright '50
Marys River Ranch, Box 8
89823
775-738-7372 (H)
775-934-5931 or
208-726-4869 (W)
775-934-8872 (C)

Henderson

Cagla Baykan Hirschman '91
2422 Tour Edition Drive
89074-8300
702-361-1280 (H)
702-992-0417 (W)
702-204-8130 (C)

Las Vegas

Ike Lawrence Epstein '85
Beckley Singleton
Attorneys at Law
530 Las Vegas Boulevard South
89101
702-385-3373 (W)
lepstein@beckleylaw.com

NEW HAMPSHIRE

Bedford

Nichole Berg '94
603-305-6702 (C)
berg_nichole@hotmail.com

Lee

Christine Balling '86
cballing@msn.com

West Lebanon

James Dean '73
5 Mack Avenue, 03784-1407
603-443-3337 (H)
603-448-6658 (W)
603-443-3337 (C)
jcdean@sover.net

NEW JERSEY

Englewood

Joseph Algrant '74
34 North Woodland Road
07631
201-569-9500 (W)
algraj@d-e.org

Hillsborough

Roderick McNealy '68
16 Old Village Road, 08844
908-369-5098 (H)
rmcnealy@earthlink.net

Little Silver

Peter T. Hetzler, MD '72
200 White Road, Suite 211
07739
732-219-0447 (W)
peterhetzler@comcast.net

Montclair

Marshall Jones Kumahor '88
50 Pine St., Townhouse 7M
07042
973-280-2202 (C)
FlyingStarArts@yahoo.com

Red Bank

Tammy Snyder Murphy '83
45 Blossom Cove Road, 07701
732-933-7795 (H)
tsminternet@msn.com

Rutherford

Jose Eusebio Diaz '88
338 Union Avenue, Apt. B
07070
347-678-8444 (H)
973-404-6312 (W)
347-678-8444 (C)
jdiaz@writeme.com

NEW MEXICO

Los Alamos

Vivek Dave '85
4730 Quemazon, 87544
505-662-5244 (H)
vivek.dave.05@comcast.net

NEW YORK

Albany

Jennifer Amstutz '86
86 Lenox Avenue, 12203
518-489-8937 (H)
518-374-9800 (W)
jamstutz@nycap.rr.com

Armonk

Roger L. Strong Jr. '75
6 Ridgeview Circle, 10504
212-512-1030 (W)
roger.strong@hbo.com

Bedford

Clinton Kendrick '61
465 Long Ridge Road, 10506
914-764-4150 (H)
914-764-3061 (W)
914-629-0135 (C) (preferred)
ckendrick@verizon.net

Binghamton

Phillip M. Akel '93
221 Riverside Drive
13905-4172
607-797-2680 (H)
607-763-8770 (W)
607-222-8991 (C) (preferred)
pakel@giantmarkets.com

Bronx

Rowena Mohammed '87
4030 B Wilder Avenue, 10466
718-994-4985 (H)
rdsmsa@gmail.com

Bronxville

Mary Camp Hoch '78
87 Tanglewylde Avenue
10708-3220
914-771-9641 (H)

Geneseo

Jon Porter '58
PO Box 35, 131 Main Street
14454-1342
585-243-2231 (H)
585-243-1414 (W)

Hamilton

Alyssa Sullivan Volker '91
2500 Brookview Drive, 13346
315-824-9817 (H)
315-750-0082 (C)
alyssa_mark@msn.com

New York City

Elizabeth Cooper '93
Simpson Thatcher &
Bartlett LLP
425 Lexington Avenue, 10017
212-455-3407 (W)
ecooper@stblaw.com

Christopher Cross '80
White & Case LLP
1155 Avenue of the Americas
10036
212-819-8327 (W)
ccross@whitecase.com

Marcus Dahllof '93
267-546-6475 (C)
marcus@bluelink.andover.edu

Melissa Schatzberg Dassori '94
240 West 4th Street, 3B, 10014
212-909-6642 (W)
917-804-1899 (C)
m_schatzberg@yahoo.com

Richard S. Green '72
Thelen Reid & Priest LLP
875 Third Avenue
10022-6225
212-603-2202 (W)

Sarah Jane Grossbard, MD '84
590 West End Avenue
Suite 1D, 10024
212-330-8671 (W)
646-262-5260 (C)

Charles B. Keefe '71
420 Riverside Drive, Apt. 3B
10025
212-666-0676 (H)
917-922-0765 (C)
cbklbl@aol.com

Michael Marrus '81
C.E. Unterberg, Towbin
350 Madison Avenue, 10017
212-389-8024 (W)
mmarrus@unterberg.com

Ore Owodunni '93
80 Park Avenue, Apt. 6-H
10016-2544
212-661-7118 (H)
ore_owodunni@hotmail.com

Adalisse Rivera '94
20 Colonel Robert Magaw
Place, Apt #28, 10033
212-927-4233 (H)

David Schwartz '72
D. N. Schwartz & Co.
160 West 71st Street
Apt 12H, 10023
212-769-4544 (H)
212-787-5017 (W)
917-209-5660 (C)
david.schwartz@
denschwartz.com

Lauren Nicole Sickles '98
163 St. Nicholas Avenue #2F
10026
650-814-9314 (C)
lsickles08@gsb.columbia.edu

Melanie Ventilla '90
114 East 70th Street, Apt 5
10021
646-338-3461 (C)

Dexter Wadsworth '79
Wadsworth & Hunter
444 Madison Avenue, 10022
212-223-7500 (W)
dex@wadsworthlaw.com

Derrick Wallace '75
545 West 126th Street
Apt. #1-F, 10027
212-281-2105 (H)
212-815-2870 (W)
dcwnt@aol.com

Ossining

Stephen Kowal '75
12 Applegate Way, 10562
914-762-3614 (H)
se711ven@yahoo.com

Pleasantville

Stephanie Pelham DeMeo '85
15 Robbins Road, 10570-2435
914-769-3656 (H)

Skaneateles

Thomas W. Seeley '90
2-4 Fennell Street, 13152
315-685-3416 (W)
twseeley@bluelink.andover.edu

NORTH CAROLINA

Chapel Hill

Bruce Curran '66
1 Essex Lane, 27517
919-618-1890 (W)
macpilot3@yahoo.com

Charles Zug '55
1323 Holly Creek Lane
27516
919-929-6159 (H)
czug@email.unc.edu

Charlotte

Joseph McGirt '63
PO Box 5531, 28299-5531
704-370-1900 (H)
704-501-3070 (W)
704-277-2668 (C)
joe.mcgrt@gmail.com

Allen Prichard '67
Kennedy, Covington, Lobdell &
Hickman LLP
Hearst Tower, 214 N. Tryon
Street, 47th Floor, 28202
704-331-7497 (W)
aprichard@
kennedycovington.com

Durham

Bruce Curran '66
265 W. Highway 54, Suite 121
27713
919-618-1890 (W)
macpilot3@yahoo.com

Greensboro

Hayes Clement '54
8 Sturbridge Lane, 27408
336-282-7421 (H)

Winston-Salem

William Gifford '73
608 Oaklawn Avenue, 27104
336-721-0201 (H)
336-714-0333 (W)
wgifford@triad.rr.com

OHIO

Cleveland

Bruce Hearey '68
Spieth Bell
2000 Huntington Bldg.
925 Euclid Avenue, 44115
216-561-0623 (H)
216-696-4700 (W)
bhearey@spiethbell.com

William Stewart '61
Thompson Hine LLP
3900 Key Center
127 Public Square, 44114
216-991-9404 (H)
216-566-5580 (W)
William.stewart@
thompsonhine.com

Joseph Valencic '72
19315 Muskoka Avenue, 44119
216-481-1439 (H)
javalencic@yahoo.com

Cleveland Heights

Elizabeth Stueber '73
2253 Delamere Drive
44106-3203
216-321-9550 (H)
Stueber4@aol.com

Hiram

Edward Bartlett '56
PO Box 126, 7097 Allyn Road
44234-0126
330-569-3487 (H)
silverfarm@alltel.net

Kettering

Daniel Braunlin, MD '69
4970 Walnut Walk
45429-1936
937-384-8797 (W)

Moreland Hills

Tod Oliva '83
10 Old Som Lane, 44022
440-247-6208 (H)
216-292-6265 (W)
todoliva@adelphia.net

Wooster

Sandra Castle Hull '58
104 Miller Lake Road
44691-2140
330-264-9540 (H)
330-262-6222 (W)
330-201-6556 (C)
shull@neobright.net

OKLAHOMA

Tulsa

Mark Harman, MD '74
10118 South Toledo Avenue
74137
918-298-9890 (H)
918-582-0955 (W)

Waldo Jones II '58
PO Box 48600, 74148-0600
918-346-9605 (H)
918-382-9996 or
918-382-9487 (W)
waldojean@sbcglobal.net

OREGON

Lyons

Samuel Suitt '57
PO Box 482, 97358-0482
503-859-3692 (H)
samsuitt@aol.com

Portland

John Bishop '75
Pendleton Woolen Mills
220 NW Broadway, 97209
503-535-5547 (W)
johnpb@penwool.com

F. Jackson Lewis II '85
Tonkon Torp LLP, 1600
Pioneer Tower
888 SW Fifth Avenue, 97204
503-802-2130 (W)
jackson@tonkon.com

Brooke Webster '76
3965 N.W. Teakwood Place
97229-8364
503-531-8715 (H)

Salem

Hon. Rex Armstrong '68
1163 State Street, 97301
503-986-5663 (W)
503-709-8610 (C)
rex.armstrong@ojd.state.or.us

White City

Peter Ware '62
19797 Antioch Road, 97503
541-826-5052 (H)
flyfishman@aol.com

PENNSYLVANIA

Collegeville

Tanya Thomas '96
470 Dolores Drive
19426-1172
610-389-4516 (H)
thomasta2000@yahoo.com

Erie

Edward Mead '45
The Times Publishing
Company
205 West 12th Street, 16534
814-838-4816 (H)
814-870-1605 (W)
edmead@timesnews.com

Fogelsville

Charles D. Snelling '49
1280 Church Street
18051-1710
610-285-5336 (W)
cdarwin@nni.com

Harrisburg

Jonathan Vipond III '63
Buchanan Ingersoll PC
213 Market Street, 3rd Floor
17101-2121
717-697-3341 (H)
717-237-4804 (W)
vipondj@bipc.com

Lumberville

Betsy Biern '84
3673 River Road, 18933
215-297-9064 (H)
800-223-6733 (W)
BBiern@ccsfundraising.com

Philadelphia

Alice Cathcart '93
650-387-0551 (C)
alicecathcart@netscape.net

David Othmer '59
4220 Spruce Street
19104-4040
215-387-7824 (H)
215-387-7824 (W)
davidothmer@aol.com

Pittsburgh

Molly Young Sauereisen '54
30 The Trillium, 15238-1930
412-963-9852 (H)
memys@comcast.net

PUERTO RICO

Ponce

Arturo Valldejuly '57
Urb. El Monte
Calle el Monte 2839
00716-4837
787-848-3135 (H)
787-259-8900 (W)
avalldejuly@plazadelcaribe.net

San Juan

Jorge R. Gonzalez '62
PO Box 364225, 00936-4225
787-783-0948 (H)
787-250-5633 (W)
787-587-9957 (C)
jrg@mcvpr.com

RHODE ISLAND

Newport

Karen Prochniak Corcoran '82
28 Ward Avenue, 02840
401-849-1082 (H)
corcorank@cox.net

SOUTH CAROLINA

Charleston

Thomas E. Myers Jr. '58
PO Box 1230, 29465-1230
843-881-8774 (H)
843-763-7816 (W)
843-345-7399 (C)
temjunior@aol.com

Mt. Pleasant

Avery Rembowski Edwards '90
1494 Diamond Blvd., 29466
843-849-8948 (H)
averyedwards@
adminsparadise.com

TENNESSEE

Chattanooga

Denis Donegan '52
514 Loveman Lane
Dalton, GA 30720
800-597-8447 (H)
dennyd@optilink.us

Cordova

Mark Durbin '85
8657 Sandy Hill Cove East
38018-4350
901-826-6587 (H)
901-252-5073 (W)
901-826-6587 (C)
mark_durbin_42@
hotmail.com

Knoxville

Denis Donegan '52
514 Loveman Lane
Dalton, GA 30720
800-597-8447 (H)
dennyd@optilink.us

Memphis

Nnaemeka Egwuekwe '91
5274 Autumn Forrest Drive
38125
901-753-1212 (H)
901-484-4203 (C)
emeka2001@yahoo.com

Donna Hiltenbrand '92
1762 Tutwiler, 38107
901-278-6683 (H)
dhiltenbrand@hotmail.com

Ilene Markell '79
2218 Madison Avenue, 38104
901-725-0800 (H)
901-351-5531 (C)
imarkell@gmail.com

Nashville

Katie Loughran Crumbo '86
136 Windsor Drive
37205-3736
615-354-9439 (H)
615-343-3478 (W)
katie.crumbo@vanderbilt.edu

TEXAS*Dallas*

Duncan MacFarlane '80
6615 Desco Drive, 75225-
2702
214-692-5631 (H)
972-883-2165 (W)
DuncanMacFarlane1@
gmail.com

El Paso

Hector M. Raynal '72
7101 North Mesa, Suite 530
79912
915-613-1274 (H)
915-449-5697 (C)
hraynal@bluelink.andover.edu

Fort Worth

Mollie Lasater '56
1301 Humble Court, 76107
817-738-0914 (H)
817-291-8180 (C)
molliell@swbell.net

Garland Lasater '56
1301 Humble Court, 76107
817-738-0914 (H)
817-732-9339 (W)
970-948-4968 (C)
glasater@swbell.net

Houston

Diana Wise Compton '75
1400 Hermann Drive #11E
77004
281-974-1520 (H)
832-746-8379 (C)
dianawisecompton@aol.com

Zoe Littlepage '83
408 Westheimer Street, 77006
713-529-8000 (W)
zoe@littlepagebooth.com

Midland

Logan Sawyer Jr. '64
901 Country Club Drive
79701
432-687-5655 (H)
432-684-4145 (W)
lesawyer@hotmail.com

UTAH*Salt Lake City*

Rosalie Woolshlager '86
1201 East Laird Avenue, 84105
rwoolshlager@hotmail.com

VERMONT*Norwich*

John Turco, MD '66
PO Box 827
38 Church Street, 05055-0827
802-649-1959 (H)
603-650-1422 (W)
john.h.turco@dartmouth.edu

VIRGINIA*Alexandria*

Holly Milton '87
1101 Gladstone Place, 22308
703-768-3544 (H)
703-558-4129 (W)
hmilton@esi-intl.com

Arlington

Kiersten Todt Coon '90
4003 North 25th Street, 22207
703-528-1966 (H)
ktodt@hotmail.com

Bree Ermentrout '82
2111 Jeff Davis Highway
Apt. 903N, 22202
703-413-4158 (H)
703-624-6473 (C)
bermentrout@
bluelink.andover.edu

Centreville

Laurian Eileen Cannon '67
6751 Gray Post Ct., 20121
703-593-5950 (C)
lachetzo@aol.com

Charlottesville

Stephen Campbell Coburn '67
PO Box 8081, 22906-8081
434-974-7069 (H)
434-465-1949 (W)
434-465-1949 (C)
stevecoburn@nexet.net

McLean

Eleanor Tydings Gollob '86
1708 Oak Lane, 22101
703-237-4245 (H)
703-475-6098 (C)
eleanor2005@cox.net

Richmond

Arthur Freedlender, MD '52
2300 Cedarfield Parkway
Apt. 278, 23233
804-474-8936 (H)
Art_Freedlender@
bluelink.andover.edu

The Plains

Carina Kjellstrom Elgin '76
2548 Bull Run Mountain Road
20198
540-687-5138 (H)
carinae@aol.com

Williamsburg

James E. Hinich Jr. '56
4324 Sprucemont
Colonial Heritage, 23188
757-345-6050 (H)
jehinich@cox.net

WASHINGTON*Bainbridge Island*

Mari Wellin King '75
1884 Beans Bight Road, NE
98110-2332
206-842-1885 (H)
mariwk@aol.com

Bellevue

Susan Skovron '82
2606 131st Place NE, 98005
425-883-6986 (H)

Redmond

Robert Reinauer '78
21523 NE 97th Place, 98053
425-898-0759 (H)
robrein@microsoft.com

Seattle

Bill Vandeventer '78
2019 Fairview Avenue East
Houseboat K, 98102
206-669-5815 (H)
206-323-8770 (W)

Tacoma

Nicole A. Williamson '95
1120 Cliff Avenue, Suite 505
98402
617-459-5990 (C)
nicoleawilliamson@hotmail.com

Vancouver

Lisa Spiegel Morasch '76
3606 SE 151st Court, 98683
360-256-1436 (H)
360-256-5590 (W)
morasch360@comcast.net

WEST VIRGINIA

St. Albans

Joseph Crosby Jeffers '61
Jeffers Corp., PO Box 757
Rt. 35, 25177-0757
304-344-4449 (H)
304-755-8111 x335 (W)
petejeffers@jeffers.com

WISCONSIN

Foxpoint

Grace La '88
1010 East Thorn Lane, 53217
414-225-7450 (W)
414-241-8164 (C)

Milwaukee

Gary Ahrens '66
Michael, Best and Friedrich LLP
100 East Wisconsin Avenue
Suite 3300, 53202
414-332-7717 (H)
414-347-4746 (W)
gaahrens@michaelbest.com

John Casey '63
411 East Wisconsin Avenue
#2040, 53202-4497
414-277-5383 (W)
jac@quarles.com

Racine

Michael Batten '59
Twin Disc, Inc.
1328 Racine Street, 53403
262-639-6939 (H)
262-638-4000 (W)
batten.me@twindisc.com

Sun Prairie

Gwenevere Casey
McIntosh, MD '86
839 Chalfont Drive, 53590
608-834-0592 (H)
608-265-4864 (W)
gkmcinto@wisc.edu

WYOMING

Wilson

Lisa Bennett Pierson '75
PO Box 842, 83014
307-733-8522 (H)
307-413-3899 (C)
pierson949@msn.com

ALUMNI REPRESENTATIVES IN FOREIGN COUNTRIES

AUSTRALIA

Manly, New South Wales

Nancie Pageau '84
20 Marshall Street, 2095
61 (02) 8966-9693 (H)
61 (0) 416-087-988 (C)
npageau@yahoo.com

BAHRAIN

Yusuf Giansiracusa (parent)
966-1-462-0378 (H)
966-1-462-8866 x224/261 (W)
966-50-520-7192 (C)
yusuf@nournet.com.sa

BRAZIL

Ipanema, Rio de Janeiro

Shellee Hendricks '89
500 Barao da Torre, #101
22411-002
55-21-2125-9000 (W)
shellee_hendricks@yahoo.com

CANADA

Ontario, Toronto

Tracy Finkelstein '86
20 Scrivener Square
M4W 3X9
416-966-2333 (H)
tracyf@interlog.com

Quebec

Mike Hartmann '86
8 Lakeshore Beaconsfield
H9W 4H3
514-697-1526 (H)
mike.hartmann@cibc.ca

Patrick Shea '91
67 Clandeboye Avenue
West Mount, H3Z 1Y9
514-933-6315 (H)
514-847-4859 (W)
pshea@ogilvyrenault.com

CHINA

Guangdong Province

Cristina Rubio Suarez '81
Gold Arch, Suite 0741
District 3
Guangzhou, 510100
86-20-8735-1250 (H)
86-135-0000-5469 (C)
crubio.suarez@arrakis.es

Shanghai

James Chie '96
233 PuMing Road, Building
15
Apt. 1106, Pudong New Area
200120
86-21-5840-9872 (H)
86-1376-4055-002 (C)
James_Chie@yahoo.com

Scott Gudorf '68
Oriental Manhattan, Apt. 2409
Block 1
168 Hongqiao Road, 200030
86-21-6439-2972 (H)
86-21-2402-4854 (W)
86-1312-480-7712 (C)
rkgudorf@hotmail.com

Yuan Han (former faculty)
021-58559412 (H)
yuan_han@yahoo.com

Jake Lynch '86
Lane 21, #2, Gao Lan Road
LuWan District, 200020
86-1381-897-1206 (W)
jake.lynch@
amertron-global.com

CZECH REPUBLIC

Adam Pool '76
48-22-756-3232 (W)
pool@eip.com.pl

DUBAI

Yusuf Giansiracusa (parent)
966-1-462-0378 (H)
966-1-462-8866 x224/261
(W)
966-50-520-7192 (C)
yusuf@nournet.com.sa

ENGLAND

Leeds

Prof. David Batchelder '55
2A Foxhill Avenue, LS16 5PB
(0)113-274-7180 (H)
batchelder@bropenworld.com

London

Paul Fine '58
9 Holly Lodge Gardens
N6 6AA
44-(0) 208-348-2401 (H)

Patrick Mang '94
22 Isaac Way, SE1 1EE
44-0-779-938-7846 (C)
patrickmang@gmail.com

Oxford

Megan Greene '97
Nuffield College, OX1 1NF
44-7833528193 (C)
megangreene01@hotmail.com

ESTONIA

Adam Pool '76
48-22-756-3232 (W)
pool@eip.com.pl

FINLAND

Helsinki

Edward Grew '59
Neitsytpolku 12D28
Fin-00140,
358-9-654342 (H)
358-9-2785100 (W)
358-50-307-2660 (C)
edward.grew@welho.com

FRANCE

La Celle St Cloud

Patrick Noller '51
6 Avenue Andre Lamotte
78170
331-3918-5942 (H)
331-5569-1332 (W)
00-33-6-80-07-61-37 (C)
patrick.noller@wanadoo.fr

GERMANY

Berlin

Julian Herrey '56
Drygalskistrasse 4B, 14195
0049-30-8247-733 (H)
0049-160-7835-988 (C)
herrey@backstage.org

Goettingen

Otto H. Vehrenkamp
(former faculty)
Wakenbreite #4, 37079
49-551-94794 (H)

HONG KONG

Causeway Bay

Carl Lu '75
Laureate Education Asia Ltd.
15B, Lippo Leighton Tower
103 Leighton Road
852-2837-6525 (W)
carl.lu@nexted.com

Central

Eric Baer '99
UBS AG
52/F International Finance
Centre II
8 Finance Street
852-2971-8810 (W)
852-9521-4771 (C)
eric.baer@ubs.com

Benjamin Cha '91
HKR Asia Pacific
23/F China Merchants Tower
168 Connaught Road
852-2238-1267 (W)
ben.cha@hkri.com

Henry Cho '83
Ajia Partners, 78th Floor
The Center
99 Queen's Road
852-2905-9000 (W)
hcho@ajiapartners.com

Stephen King '83
CCMP Capital Asia Pte. Ltd.
Suite 3003, 30/F
One International Finance Center
1 Harbour View Street
852-2810-1041 (H)
852-2533-1816 (W)
stephen.king@
jpmorganpartners.com

Scobie Dickinson Ward '84
Ward Ferry Management Ltd.
50 Connaught Road
17/F Crocodile House 1
852-2581-2500 (W)
scobie@wardferry.com

The Peak

Gage McAfee '61
House D Wing on Villas
7 Peel Rise
852-2801-5993/5998 (W)
gage@geapcrechfund.com

Wanchai

Jonathan Leung '75
Suite 1702, Harbour Centre
25 Harbour Road
852-2737-2666 (W)
jontel@pacific.net.hk

HUNGARY

Adam Pool '76
48-22-756-3232 (W)
pool@eip.com.pl

INDIA

Mumbai

Harshal Shah '88
10 & 13, Jayant Mahal
D Road, Marine Drive
91-22-2281-7792 / 3694 (H)
harshal@alum.mit.edu

ITALY

Ivrea

David Olivetti '60
Via Monte Leggero 5, 10015
39-012-561-2414 (H)
39-34-8704-4667 (C)
davidolivetti@eponet.it

JAPAN

Hyogo-Ken

Kiyoshi Kondo '64
4-2-18 Tomatsu-cho
Amagasaki-shi, 6610003
81-6-6422-1200 (H)
81-6-6482-1300 (W)
kiyoshi-kondo@nifty.com

Tokyo

Betsy Wiedenmayer Rogers '89
Flat Takanawa #108, 6-6-18
Kita-Shinagawa
Shinagawa-Ku, 141-0001
81-3-5420-7012 (H)
81-90-6170-7445 (C)
betsy@theresourcechannel.com

Danforth Thomas '75
Hiroo Fiorire #401
Hiroo 3-14-17
Shibuya-Ku, 150-0012
81-03-3239-2906 (W)
dthomas@iic.co.jp

KENYA

Nairobi

Liza Raboin '98
International School of Kenya
PO Box 14103, 00800
254-(0) 20-418-5588 (H)
254-(0) 734-267976 (W)
254-(0) 734-267976 (C)
lraboin@hotmail.com

Yusuf Giansiracusa (parent)
966-1-462-0378 (H)
966-1-462-8866 x224/261 (W)
966-50-520-7192 (C)
yusuf@nournet.com.sa

KOREA

Seoul

Byung-Pyo Kim '79
Juwon, Inc., Suite 420
Sampoong Bldg 310-68
Euljiro 4-Ga, Joong-Gu
82-2-2266-1181 (W)
infrako@chol.com

LATVIA

Adam Pool '76
48-22-756-3232 (W)
pool@eip.com.pl

LITHUANIA

Adam Pool '76
48-22-756-3232 (W)
pool@eip.com.pl

MEXICO

Chihuahua

Hector M. Raynal '72
La Hacienda 7522
Colonia La Hacienda
Ciudad Juarez, 32505
656-618-2527 (H)
hraynal@bluelink.andover.edu

MOROCCO

Tangier

Joseph McPhillips '54
American School of Tangier
Rue Christophe-Columb
90000
212-39-93-98-27 (W)
ast@mrds.com

POLAND

Konstancin-Chylce

Adam de Sola Pool '76
EIP, Ul. Piaskowa 12 C
05-510
48-22-756-3232 (W)
pool@eip.com.pl

PUERTO RICO

Ponce

Arturo Valldejuly '57
Urb. El Monte
Calle el Monte 2839
00716-4837
787-848-3135 (H)
787-259-8900 (W)
avalldejuly@plazadelcaribe.net

San Juan

Jorge R. Gonzalez '62
PO Box 364225, 00936-4225
787-783-0948 (H)
787-250-5633 (W)
787-587-9957 (C)
jrg@mcvpr.com

REPUBLIC OF PANAMA

Colon

Leo Mizrachi '93
PO Box 1736
Colon Free Zone
507-214-6655 (H)
507-441-7535 (W)
lmizrachi@gmail.com

ROMANIA

Adam Pool '76
48-22-756-3232 (W)
pool@eip.com.pl

SAUDI ARABIA

Riyadh

Yusuf Giansiracusa (parent)
The International Law Firm
PO Box 22166, 11495
966-1-462-0378 (H)
966-1-462-8866 x224/261 (W)
966-50-520-7192 (C)
yusuf@nournet.com.sa

SINGAPORE

Bryan Miller '66
Pacific Capital Management
Pte Ltd
Suite 3100, 6 Battery Road
049909
65-6320-8588 (W)
bmiller@pacificcapital.com.sg

SLOVAKIA

Adam Pool '76
48-22-756-3232 (W)
pool@eip.com.pl

SOUTH AFRICA

Centurion

Gcobane Quvile '93
29 Beauchamp Proctor Ave
Pierre van Ryneveld, 0157
27 (0) 12 662 1028 (H)
27 (0) 83 390 6046 (C)
gcobane@hotmail.com

TAIWAN*Taipei*

David Ting Chen '83
3rd Floor, #10, Alley 61
Lane 114
Chung Shan North Road, Sect 7
88-62-2873-6113 (H)
88-62-8772-6788 (W)
886-928-537-168 (C)
dtchen_24@yahoo.com

THAILAND*Bangkok*

Palachai Meesook '71
Boonyium & Associates, Ltd.
1314-1322 Srinakarin Road
Suanluang, Suanluang, 10250
662-397-4110 (H)
662-322-1678 (W)
661-637-5999 (C)
pmeesook@boonyium.com

THE NETHERLANDS*The Hague*

Richard Ward '78
Sustainable Development
Shell International, B.V.
PO Box 162, 2501 AN
31 (0) 70-377-2235 (W)
31 (0) 655-124-797 (C)
richard.ward@shell.com

TURKEY*Istanbul*

David Edgerly '60
Susam Sokak 18
Cihangir 80060
90-212-245-1148 (H)
90-532-321-2616 (C)
davided@attglobal.net

PARENT NETWORK

The Andover Parent Network consists of parents of students, whether currently enrolled or graduated, who have volunteered to answer prospective parents' questions. Parents have a wonderful perspective on the school and can offer valuable assistance to families throughout the application process. Prospective applicants and their parents should feel free to call members of our Parent Network at any time.

ALASKA*Homer*

Sara Faulkner
Katherine '06, Andrew '07,
William '09
4621 West Hill Road, 99603
907-235-6970 (H)
970-299-0570 (W)
faulkner@pobox.alaska.net

CALIFORNIA*Atherton*

Diana and Will Chang
Kristina '04, Kelly '07,
Kimberly '08
50 Selby Lane, 94027
650-361-8880 (H)
DSC8880@aol.com

Culver City

Will and Daryl Johnson
Darryl '93, Daryl-Lynn '96
6345 Green Valley Circle
Apt. 216, 90230
310-216-6887
Will@visageenergy.com

Foster City

Linda and John Wheadon
Kristin '02
1051 Rudder Lane, 94404
650-638-0242

Huntington Beach

Ken and Elly Alpan
Parla '06
16841 Saybrook Lane, 92649
714-377-0512 (H)
Alpan1@aol.com

Oakland

Peete and Rosalinda Baer
Eric '99
4 Hillcrest Court, 94619
510-531-0973 (H)
rlbaer_518@hotmail.com

Melinda Leiser
Carrie Leiser Williams '97
126 Glenwood Glade, 94611
510-428-1571 (H)
melindaleiser@mac.com

Palm Desert

Peter and Robin St. Louis
Andrew '05, Carrie '08
76952 Sheffield Court, 92211
760-345-2301
RobinStLou@aol.com

Pasadena

Karle and Rick Dickerson
Brandon '00, Devon '04
575 Prospect Boulevard
91103
626-793-8736
rickdmr@aol.com
KarleD1@aol.com

Michael and Rhea Wooten
Jason '97
587 Prospect Boulevard
91103
626-792-7269 (H)
562-906-4600 (W)
emwooten@aol.com

Pleasanton

Patrick McGarry
Natalie '05
3768 Gettysburg Court North
94588
925-461-2324 (H)
925-980-7355 (W)
mcgarrypj@yahoo.com

Rancho Santa Fe

Mr. and Mrs. George Bartlett
Anne '98, Kate '00
PO Box 815, 92067-0815
858-756-7686
gmbmlb@aol.com
Bonnie Charat
Jennifer '93
PO Box 850, 92067
858-756-0222

San Francisco

Michael and Mary Ann
Milias St. Peter
Mitchell '02
2645 Scott Street, 94123
415-922-4466 (H)
415-273-7678 (W)
mmilias@sbcglobal.net

Steve and Bih-hsya Roddy
Erika '07
619 7th Avenue, 94118
415-831-6602 (H)
Roddys@usfcs.edu

Santa Barbara

Carrie Garner and Peter
Nickel, MD
Sara '07
3764 Brenner Drive, 93105
805-569-3024 (H)

COLORADO

Colorado Springs

James and Anita Elder
James '07, Anne '09
6 Third Street, 80906
719-634-8075 (H)
719-328-0704 (W)
anita@hpi.net

Denver

Mr. and Mrs. George P.
Caulkins Jr.
George '83, John '84,
Mary '87, Max '90
435 Westwood Drive, 80206
303-333-4483

Golden

Roger and Mary Anne Newell
Andrea '89, Heidi '92
1781 Larkspur Drive, 80401
303-526-9158 (H)
manewell@gmail.com

CONNECTICUT

Cos Cob

Cynthia and Woody Canaday
Miles '05, Brooks '07
300 Cognewaugh Road, 06807
203-869-9538
ccc03@optonline.net

Darien

Mr. and Mrs. Jamie Irvine
Alicia '90, Katie Stewart '97
19 Salisbury Road, 06820
203-655-6265

Newtown

William '78 and Moira Rodgers
Amelia Stoj '98
208 Hattertown Road, 06470
203-426-1941 (H)
203-270-8879 (W)

New Haven

Mr. and Mrs. George Priest
Claire '89, Nick '92,
Juliana '97
350 Livingston Street, 06511
203-624-8331 (H)
george.priest@yale.edu

Noank

Elissa T. Wright '64
Elizabeth Hemond '99
51 Pearl Street, 06340
860-536-1813
elissawright@att.net

Westport

Joe and Lisa Purcell
Katherine '05
91 Long Lots Road, 06880
203-226-9552 (H)
212-622-8444 (W)

DELAWARE

Hockessin

Padma and Mani Subramanian
Guhan '88, Yamiini '93
11 Crimson Drive, 19707
302-239-6544

Wilmington

Jane Thomas Smith and
John M. Bloxom IV
Sarah Smith '02
1314 Woodlawn Avenue
19806-2445
302-655-5006 (H)
302-521-5438 (W)
janethomassmith@comcast.net

DISTRICT OF COLUMBIA

Washington

Kyung Hee Kim and
Robert Finnegan
Elizabeth '06
4525 Salem Lane NW, 20007
202-333-3300
FinneganKim@yahoo.com

FLORIDA

Key West

Ellen F. Boynton
John Jr. '97
PO Box 1519, 33041
305-296-1201
efboynton@aol.com

Kathleen and Peter Clay '74
Thatcher '04, Andrew '08
19001 Pommard Court
33558
813-909-7268 (H)
kyclay@gmail.com

North Palm Beach

John and Barbara Thomas
Brenner '98
1938 Portage Landing North
33408
561-622-9287
BarbaraT99@adelphia.net

Winter Park

Joanne Kindlund
Darien '98
280 Stirling Avenue, 32789
407-628-4211 (H)
407-908-4022 (C)
joanne@kindlund.com

GEORGIA

Athens

Mark and Helen Costantino
John '99
100 Tallassee Farms Drive
30606
706-353-7553 (H)



Buford

Kwesi and Latrisa DeGraft-Hanson
Kojo '05
4773 Pebble Trace, 30518
770-945-4513 (H)
706-542-5194 (W)
kwesid@gmail.com
latrisah@yahoo.com

HAWAII*Honolulu*

Kevin and Edith Loh
Jeffrey '99
1815 Kumakani Place, 96821
808-373-9792

Kailua

James and Kathryn Bartz
Kevin '02, Steven '08
279 Aikane Place, 96734
808-254-6297
jamesbartz@hawaii.rr.com

IDAHO*Idaho Falls*

Mike and Deborah Bean
Jacob '08
2647 Parkview Lane, 83404
208-522-2574 (H)

ILLINOIS*Chicago*

Dr. Rowland W. Chang and
Deborah Sobol
Benjamin '02, Sarah '05
1301 West Arthur Avenue
60626
773-973-3559 (H)
312-503-2952 (W)
rwchang@northwestern.edu

Patricia Hunckler
Katherine '05, William '08
546 West Hawthorne Place
60657
773-477-1555 (H)
773-791-2589 (C)
Hunckler@aol.com

Shari and Jon Vegosen
Jared '00
232 East Walton Place, 60611
312-649-5628 (H)
312-701-6860 (W)
svegosen@aol.com

Hinsdale

Dr. and Mrs. Walter Jay
Allison '98, Hilary '02
309 West Maple Street, 60521
630-986-5042

Naperville

Roshan and Inda Goel
Anjali '96, Arika '99
8 South 326 Palomino Drive
60540
630-416-0522 (H)
630-532-4730 (C)
RGOEL@metlife.com

Winnetka

Douglas and Barbara
Hambleton
Catherine '05, Elizabeth '08
877 Hill Road, 60093
847-501-3965 (H)
abcdeh@comcast.net

Woodridge

Ginger Todd-Johnson
Elizabeth '97
2119 Wheeler Road, 60517
630-969-0250 (H)

INDIANA*Elkhart*

Jeannie Wang-Mason and
Harold Mason
Edward Zhang '09
23675 Cedar Knoll Circle
46516
574-293-9728 (H)
jwangmason@ucfrading.com
hmason@dexteraxle.com

Terre Haute

Paras and Roopam Harshawat
Ish '98
6727 East Manor Drive
47802
812-299-1414

Warsaw

Kurt and Rebecca Carlson
Greysen '03
520 East Lakewood Drive
West, 46580
574-268-2982 (H)
574-267-7169 ext. 2900 (W)

IOWA*Johnston*

Joe '67 and Lynn O'Hern
Julia '01, Erin '03, Joseph '07
6085 Greywood Circle, 50131
515-278-5752 (H)
515-697-3722 (W)
ohirish5@aol.com

KANSAS*Topeka*

Michael Kaye
Noah '99
Washburn University Law
School
1700 College Avenue, 66606
785-670-2460 (W)
785-554-4835 (C)
michael.kaye@washburn.edu

MAINE*Falmouth*

Joanne McGee
E. Justin Voccola '99
456 Blackstrap Road, 04105
207-899-2107 (H)
jpmcgee@maine.rr.com

Kennebunk

Alice Frentz
Charles '02
PO Box 375, 04043
207-985-2355 (H)
afren@flash.net

Paris

Wendy and Richard Penley
Colin '01
PO Box 34, 04271
207-743-2004 (H)
wpenley@megalink.net

Portland

Kathryn and Tom Ainsworth
Kaitlin '03
12 Garrison Street, 04102
207-772-4174

MARYLAND

Baltimore

Martha Beattie
Sam '03, Nell '05, Sarah '07
1 Kenwood Road, 21210
410-467-9945 (H)
410-935-5456 (C)

Salisbury

John and Betsy Nason
Margot '97
215 North Clairmont Drive
21801
410-860-2096
nasons@dmv.com

MASSACHUSETTS

Andover

Louise Park MacMillan
Ashley '04, Charlotte '05,
Elizabeth '08
27 School Street, 01810
978-474-4791 (H)
parmac7@aol.com

Stephen and Alice Tung
Michael '93, Christina '95,
Elizabeth '00
8 Sparta Way, 01810
978-470-0427 (H)
978-749-4277 (W)
atung@andover.edu

Roger and Mary Ann Wilmarth
Lauren '09, Victoria '09
10 Nollet Drive, 01810
978-682-8802 (H)
mwilmarth@comcast.net

Boxford

Kathi and Chris Duple
Tobey '06, Liza '09
41 A Washington Street, 01921
978-352-8846 (H)
978-458-1865 (W)
dubesh@comcast.net

Chelmsford

Gina Lynch
Christopher '04
78 Robin Hill Road, 01824
978-250-9875

Concord

Tak and Kathy Takvorian
Sam '02, Kate '03, Sarah '06
207 Musketaquid Road
01742-1611
978-371-1092
kathytak@aol.com

Franklin

Paul and Kelly McInnis
Kaitlyn '09
39 Russet Hill Road, 02038
508-520-8933 (H)
617-872-3039 (C)
pkmcinnis@comcast.net

Hadley

Glen and Judy Stowell, III
Glen '09
9 High Meadow Road, 01035
413-549-4934 (H)
stowell@umext.umass.edu
Stowell@cs.umass.edu

Hingham

Alexander and Sunny
Macmillan
Kate '00
7 Steamboat Lane, 02043
781-749-0612 (H)
alexandermacmillan@comcast.net

Lynnfield

Steve and Shelley Baker
Marc '93, Kim '95, Allison '95
31 Wildewood Drive, 01940
781-334-5273
Bstevshelley@comcast.net

Newburyport

Diane Grace
Whitney '98, Tyler '00
3 Orange Street, Apt. 4, 01950
978-468-5136

Robin Read
Marion '01
40-1/2 Oakland Street, 01951
978-465-3634

Newton

Barbara and Peter Sargent
Christine '06
33 Avondale Road, 02459
617-332-0961 (H)
617-574-3544 (W)
bsarge@comcast.net

North Andover

Deb and Jerry Hall
Benjamin '00, Samuel '06
502 Bradford Street, 01845
978-685-0895
dhhjd@comcast.net

Plymouth

Linda Sandhu Bilger
Michaeljit '09
14 Hillside Drive, 02360
508-224-1411 (H)
781-929-2521 (W)
LBilger1@aol.com

Williamstown

Suzanne and David Dewey
Sarah '07, Eliza '09
17 Cole Avenue, 01267
413-458-0139 (H)
SRDewey@yahoo.com
DBDewey1958@yahoo.com

MICHIGAN

Bay City

Philip and Nancy Engelhardt
Paul '06
2149 Reppuhn Drive, 48706
989-684-1312 (H)
naetravel@aol.com

Detroit

Mr. and Mrs. Wanzie Davis
Heather '00
16814 Normandy Street
48221
313-862-9114

MINNESOTA

Sunfish Lake

Thomas and Mary Ann Okner
Paul '98
12 Sunfish Lane, 55118-4721
651-457-5600 (H)
651-702-0750 (W)
Oknerma@aol.com

**MONTANA***Belgrade*

Garry and Paulette Blaseg
Rhiannon '04
1095 Chestnut Mountain
Drive, 59714
406-522-2556 (H)
blacegs@mcn.net

Jeanne DeHart
Katerina '04
823 West Clark Street
59047-1924
406-223-6647 (H)
406-222-7701 (W)
jdehart@hotmail.com

NEVADA*Las Vegas*

Alok and Monisha Saxena
Rajeev '06
9909 Aspen Knoll Court
89117
702-363-6563
vpcsaxena@yahoo.com

NEW HAMPSHIRE*Durham*

Charlie and Sandy Blitzer
Jay '99, Meg '01
61 Canney Road, 03824-3229
603-868-1588
charles@blitzer.org

Hampton

Phyllis Wendell Mackey
Anna '09
120 Glade Path, 03842
603-498-9969 (C)
phylmackey@hotmail.com

Nashua

Jean Gottesman
Eric '94, Marc '96,
Michael '98
18 Indian Rock Road, 03063
603-889-4442

NEW JERSEY*Millburn*

Judy and Michael Yoshitsu
Grant '05
16 Berkeley Road, 07041
973-762-9174 (H)
908-347-6512 (W)
Miju468@aol.com

Peapack

Clair and Jane Martin
Rush '07
PO Box 1, 07977
908-234-0468 (H)
917-414-9214 (C)
cmartin@christies.com

Princeton

Peter and Alice Yi
Justin '06
88 Balcort Drive, 08540
609-683-0405 (H)
609-924-9300 (W)
PYIPMG@aol.com

Ringoes

Jacquie Asplundh
Allegra '04
121 Linvale Road, 08551
609-466-4670

Short Hills

Alec and Jessica Haverstick
Woodney '03
25 Madison Terrace, 07078
973-376-4615

Summit

Pat and Anthony K. Obst '63
Larry '97
81 Woodland Avenue, 07901
908-277-4371 (H)
a.obst@verizon.net

NEW YORK*Bronx*

Victoria L. Gbarayor
Hope '05
1730 Montgomery Avenue
Apt. 5B, 10453
718-901-5112
Blewan@aol.com

Brooklyn

Joy Andrews and Michael
Blugh
Marvin '08
2114 Albermarle Terrace,
11226
718-941-5371 (H)
joy.andrews@spcorp.com

Ethel L. Gittens
Michelle '99
155 Lefferts Avenue, 11225
718-284-2798

Brookville

Mr. and Mrs. Alexander
Smith
Katie '98
58 Wheatley Road, 11545
516-626-1922

Far Rockaway

Betty A. Leon
Tricia Taitt '96
23-28 Camp Road, 11691
718-868-4632 (H)

Glen Head

Denise Sutherland
Conor '06
PO Box 154, 11545
516-671-1973 (H)
djsutherla@aol.com

Hastings-on-Hudson

Lindsay and Frank duPont
Samuel '04, Rosie '06
8 Nichols Drive, 10706
914-478-7818

Honeoye Falls

Savita and Raman Quazi
Rob '97
363 Lanning Road, 14472
585-624-1849 (H)

Locust Valley

Mrs. Katherine R. Jollon
Alfred '90, Jeff '92,
Laurence '94, Katherine '96
PO Box 101, 11560
516-671-0888 (H)

Mt. Kisco

Mr. and Mrs. Joel Danziger
Sarah '96
80 Meeting House Road 10549
914-666-7341 (H)
hawida2@aol.com

New York City

Cynthia and Alexander Bing
Cynthia '91, Abigail '93
1148 Fifth Avenue, 10128
212-369-6669
cmebing@aol.com

Maggie and Bill Constantine
Claire '01, Robert '06
112 East 74th Street, 10021
212-861-9572 (H)

Lois and Chris Herzeca
Jane '05
7 West 81st Street, Apt. 3A
10024
212-874-7022
cherzeca@yahoo.com

Bea Martinez-Mota
Lissette Duran '05
68-76 Thayer Street 2H 10040
212-304-1637 (H)

Kitty and Stephen Sherrill
Stephen '05, William '07
765 Park Avenue, Apt. 4B
10021
212-737-0375

Hunt and Kathy Whitbeck
Caroline '97
53 East 66th Street, 10021
212-472-0990
skow53@aol.com

South Salem

Larry and Lori Seegers
Jesse '05
23 Wakeman Road, 10590
914-533-6799

Westfield

Frederick and Jennifer Johnson
F. Spencer III '06, Blaine '08
8419 West Main Road
14787
716-326-3696 (H)
513-502-0123 (C)
fsj2@msn.com

NORTH CAROLINA

Greensboro

Fred and Mary Lind
Mary Laura '98, Caroline '02
1915 Rosecrest Drive
27408-6215
336-282-1491 (H)

High Point

Hilmar and Jutta Bott
Simone '94
208 Canterbury Road
27262-8301
336-886-7633
jbott@triad.rr.com

OHIO

Canton

Theodore and Coretta DeWitt
Teddy '97
336 Rice Avenue NE, 44704
330-455-0806

Cleveland

Stephen and Cheryl
Cheatham
Jared '07
216-368-1611 (W)
scheatham@ohiosavings.com
cheryl.cheatham@case.edu

Jim and Bonnie Gwin
John '07
Heidrick and Struggles
600 Superior Avenue East
44114
216-378-9469 (H)
216-241-7695 (W)
bgwin@heidrick.com

Bruce G. Hearey '68
Leif Dormsjo '93
925 Euclid Avenue, 44115
216-696-4700
bhearey@spiethbell.com

OREGON

Portland

Brooke '76 and Lane Webster
Merit '06
3965 NW Teakwood Place
97229
503-531-8715

PENNSYLVANIA

Allentown

Lynn Hanig Waite
Justin '07
3610 Sturbridge Place, 18104
610-366-8686

Ellwood City

Wendy H. Barendsfield
Sarah '95, Mary '97, Anna '02
PO Box 889, 16117
724-846-1702 (H)

Fox Chapel

Linda M. Rice
Spencer '08
37 Wood Duck Trail
15238-1127
412-977-1871 (C)
ladylion75@verizon.net

Gettysburg

Dr. Robert and Alida Kalas
Michelle '97, Amy '01
115 East Lincoln Avenue
17325
717-334-6386 (H)
301-447-5375 (W)
kalas@msmary.edu

Philadelphia

Robert and Gwen Asbury
Gant '91, Bret '96
8200 Henry Avenue
Apt. F-27, 19128
215-487-1535
agwabs@cs.com

Tibor and Cory de Cholnoky
Eric '99
2327 Spruce Street, 19103
215-735-4366 (H)
215-854-0800 (W)
cdet83@aol.com

RHODE ISLAND

Providence

David and Cynthia Parr
Allison '08
215 Arlington Avenue, 02906
401-272-7131 (H)
cynthiaparr@aol.com

Slatersville

Carl and Erica Warrington
Christian '97
109 North Main Street
PO Box 712, 02876
401-766-5584 (H)
401-231-2100 (W)

SOUTH CAROLINA*Aiken*

Dr. and Mrs. Lothaire
Dieter Voegelé
Claire '07
438 Grace Avenue SE, 29801
803-649-2946 (H)
Lothaire@bellsouth.net

Columbia

Cynthia Witherspoon
Sims '05
3929 Kenilworth Road 29205
803-790-0218 (H)

TEXAS*Bulverde*

Camilla Ritchey and
Roy Adell
Leila '05
1410 Obst Road, 78163
830-980-8212 (H)
210-329-3344 (W)
camritchey@aol.com
royadell@aol.com

El Paso

Hector '72 and Leticia Raynal
Andrea '03, Barbara '07
7101 North Mesa, Suite 530
79912
915-449-5697 (H)
915-613-1274 (W)
hraynal@bluelink.andover.edu

Houston

Ginny Martin
Amy O'Neal '91
5001 Lamont #4, 77092
713-688-2419 (H)
713-527-4021 (W)

Elizabeth and Warren Wilder
Clara '07
6645 Westchester Street
77005
713-667-2452 (H)

VERMONT*Northfield*

Frank and Diane Vanecek
Jennifer '04
687 Dole Hill, 05663
802-485-8022
vanecek@norwich.edu
dianeanecek@yahoo.com

VIRGINIA*Richmond*

Dr. and Mrs. Keir Sterling
Ted '93
7104 Wheeler Road, 23229
804-285-8354

WASHINGTON*Bainbridge Island*

Mari and Dick King
Mackenzie '05, Abigail '07,
Claire '10
1884 Beans Bight Road NE
98110
206-842-1885 (H)
206-344-5838 (W)
mariwk@aol.com

Vashon Island

Rodger and Helen Phillips
Lauren '99
9705 SW Dolphin Point
Road, 98070
206-567-4655

WISCONSIN*Prairie Farm*

Steven and Katherine Hearth
Layla '92
244 7th Street, 54762
715-455-1629
kshearth@chibardun.net

WYOMING*Wilson*

Lisa and Scott Pierson
Roxanne '07
PO Box 842, 83014
307-733-8522 (H)

PARENT NETWORK IN FOREIGN COUNTRIES

CANADA

Montreal, Quebec

Roberto and Juanita Durana
Pablo '02
2325 Sainte-Cunegonde #210
H3J 2X1
514-938-0311
durana@sympatico.ca

Vancouver, British Columbia

Steven '74 and Jaymie Ho
Anna '06, Sara '08
Suite 300, 112 W. Pender
Street, V6E 2S1
604-602-2800 (W)
sho@fairmontshipping.com

PEOPLE'S REPUBLIC OF CHINA

Shenzhen, Guangdong

James Hu
Michael Yu Zhan '08
Run Yu Ju 1-8B, 518034
86-755-8305-2819 (H)

Beijing

Xiaohong Xia (Sharon Yin)
Zhongrui Yin '07
19-252 Xinhualianjiayuan
North, Tongzhou District
101101

Singapore

Mildred Tao Ong
Ker-Yu '09
38 Bin Tong Park, 269819
65-64688155 (H)
taoyh@pacific.net.sg

DOMINICAN REPUBLIC

Santo Domingo

Manuel and Margarita Tavares
Juan '97
Pedro Henriquez Urena 103
PO Box 146-2
809-541-0014

ECUADOR

Quito

Arnold and Alida Chacon
Helen '05
U.S. Department of State
APO AA 34039
593-2-225-2217 (H)
593-2-256-2890 (W)

ENGLAND

Woodstock

Robert and Susan Mathewson
Robert '94, John '95
16 High Street, OX20 1TF
44-01-993-813021

GERMANY

Murnau

Linda Ewald
Rebecca '95
Maria-Antonien-Weg 7
82418 Murnau
49-8841-4362

HONG KONG

Fatima and Andrew Ng
Karen '98
12 Cooper Road
Jardine's Lookout
852-2890-6173

Mr. and Mrs. Ashok Kothari
Neil '97
C2-14 Villa Monte Rosa
41 A Stubbs Road
852-2574-4483

INDONESIA

Jakarta

Catherine Jap
Carmen '95, Bennett '98
Jalan Mangga Besar IVE/16
62-21-6293085

JAMAICA

Kingston

Ms. Angela Templer
Alexis Beckford '00
2A Bamboo Avenue
6 Bamboo Court
876-977-2355

JAPAN

Tokyo

Akira and Pamela Mori
Ken '98
8-2-19 Akasaka
Minato-Ku, 107
03-3405-9870

KINGDOM OF SAUDI ARABIA

Riyadh

Yosuf & Leili Giansiracusa
Adam '08, Anisah '09
PO Box 22166
9661-462-0378

MEXICO

Juarez

Hector '72 and Leticia Raynal
Andrea '03, Barbara '07
La Hacienda 7522
Colonia La Hacienda
Chihuahua, C.P. 32505
915-449-5697 (H)
hraynal@bluelink.andover.edu

NETHERLANDS

Hilversum

Mr. and Mrs. John Smiljanic
J.R. '92
Zonnelaan 2-G
1217 NG Hilversum
31-35-622-0391

SWITZERLAND

Gryon

Mrs. Joanne Kindlund
Darien '98
L'Alpe Des Chaux
L'Armaille 23.1, CH-1882
41-24-498-2470
joanne@kindlund.com

U.S. VIRGIN ISLANDS

St. Thomas

Dr. and Mrs. Peter Curreri
Alexis '95
PO Box 6047, 00804-6047
809-775-5519 (H)



COLLEGE MATRICULATIONS FOR THE CLASS OF 2005

College	Admitted	Matriculated	College	Admitted	Matriculated
Bard	8	1	McGill	7	4
Barnard	7	2	Miami, U	6	1
Bates	13	3	Michigan, U	10	1
Berklee Music	1	1	Middlebury	11	4
Boston College	20	3	Morehouse	2	1
Boston U	32	2	Mount Holyoke	6	1
Bowdoin	7	1	New Hampshire, U	7	1
Brandeis	11	4	New York U	22	5
Brown	22	13	Northeastern	3	1
Bucknell	3	1	Northwestern	15	1
Cal. Inst. of Technology	2	2	Notre Dame	3	2
Carnegie Mellon	23	3	Oberlin	8	1
Case Western	5	1	Occidental	6	1
Chicago, U	16	4	Oglethorpe	1	1
Claremont McKenna	4	2	Ohio Wesleyan	5	1
Colby	10	6	Pennsylvania, U	24	17
Colgate	9	3	Pomona	3	1
Colorado College	4	1	Pratt Institute	1	1
Colorado, U	13	1	Princeton	7	6
Columbia	20	10	Reed	3	1
Connecticut College	8	2	Rensselaer Polytech	7	1
Connecticut, U	5	1	Rhode Island School Design	2	1
Cornell	32	14	Rice	6	3
Dartmouth	12	5	Rochester, U	11	1
Delaware, U	1	1	Rollins	2	1
Denver, U	4	2	Saint Andrews/Scotland	7	3
Drexel	2	1	Scripps	1	1
Duke	15	4	Smith	2	1
Eastman Music	1	1	Southern California, U	23	8
Edinburgh, U/Scotland	6	3	Southern Methodist, U	2	1
Elon	4	3	Stanford	12	7
Emory	9	3	Swarthmore	6	2
George Washington	20	3	Syracuse	16	2
Georgetown	31	13	Texas, U/Austin	4	2
Georgia Tech	3	1	Toronto, U	3	3
Grinnell	2	1	Tufts	28	4
Harvard	19	16	Tulane	19	4
Harvey Mudd	3	1	US Military Academy	1	1
Holy Cross	7	1	Vanderbilt	16	10
Howard	1	1	Vassar	7	3
Illinois, U/Urbana	3	1	Vermont, U	10	2
Ithaca	4	1	Virginia, U	4	1
Johns Hopkins	27	5	Wellesley	5	1
Kansas, U	1	1	Wesleyan	16	4
Kenyon	6	2	William & Mary	9	1
Lehigh	5	1	Williams	8	3
Maryland, U	4	1	Wisconsin, U	11	1
MIT	13	6	Worcester Polytech	5	1
Massachusetts, U/Amherst	11	4	Yale	15	9

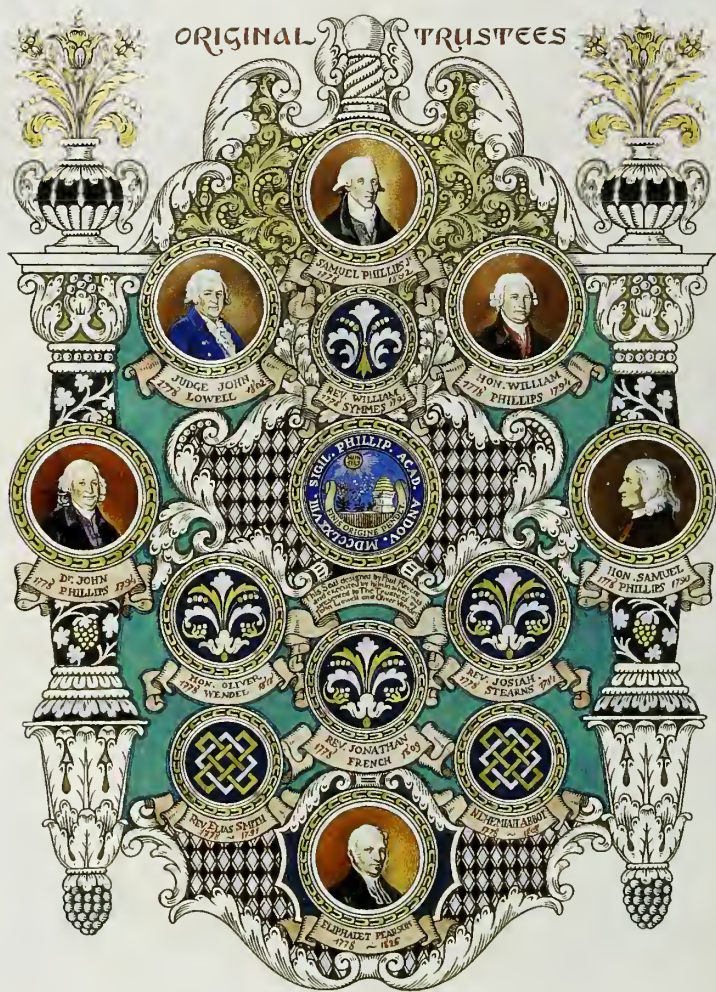
2005-2006 STATISTICAL INFORMATION AND GEOGRAPHICAL DISTRIBUTION

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Alabama	3	Oregon	5	Netherlands	1
Alaska	4	Pennsylvania	14	Nigeria	1
Arizona	0	Rhode Island	5	People's Rep. of China	4
Arkansas	1	South Carolina	4	Romania	1
California	74	South Dakota	2	Saudi Arabia	7
Colorado	11	Tennessee	2	Scotland	1
Connecticut	37	Texas	22	Singapore	8
Delaware	0	Utah	3	Spain	1
District of Columbia	4	Vermont	6	Taiwan	1
Florida	18	Virginia	10	Thailand	5
Georgia	10	Washington	11	Turkey	1
Hawaii	2	West Virginia	2		
Idaho	3	Wisconsin	6	Total International	97
Illinois	30	Wyoming	1	Total U.S.	1,004
Indiana	3	U.S.V.I. & P.R.	0		
Iowa	2	Pacific Islands	0	School Total*	1,101
Kansas	2				
Kentucky	6	Total U.S.	1,004		
Louisiana	9				
Maine	9				
Maryland	8				
Massachusetts	458	Based on place of current residence, not citizenship.		Seniors	315
Michigan	4			Uppers	285
Minnesota	0			Loweres	287
Mississippi	2	Canada	9	Juniors	196
Missouri	0	Dominican Republic	1		
Montana	2	England	3		1,083
Nebraska	1	France	3		
Nevada	3	Germany	3		
New Hampshire	41	Hong Kong	17	Total Boarding Students	784
New Jersey	30	Italy	1	Total Day Students	299
New Mexico	0	Jamaica	2		
New York	107	Japan	9	Total	1,083
North Carolina	11	Kazakhstan	2		
North Dakota	1	Korea	13		
Ohio	12	Laos	1		
Oklahoma	3	Mexico	2		

*Includes 18 students accepted from the Gulf Coast region after Hurricane Katrina





BOARD OF TRUSTEES

CHARTER TRUSTEES

OSCAR L. TANG '56
President of the Board
New York, New York

THOMAS C. ISRAEL '62
Treasurer of the Board
New York, New York

BARBARA LANDIS CHASE
*Head of School and
Clerk of the Board*
Andover, Massachusetts

CYNTHIA EATON BING '61
New York, New York

DANIEL P. CUNNINGHAM '67
New York, New York

PETER L.S. CURRIE '74
Palo Alto, California

EDWARD E. ELSON '52
Palm Beach, Florida

SHELLY D. GUYER '78
San Francisco, California

MOLLIE LUPE LASATER '56
Fort Worth, Texas

WILLIAM M. LEWIS JR. '74
New York, New York

E. SCOTT MEAD '73
London, England

STEPHEN C. SHERRILL '71
New York, New York

STANLEY S. SHUMAN '52
New York, New York

JOSHUA L. STEINER '83
New York, New York

SANDRA URIE '70
Winchester, Massachusetts

EX OFFICIO

SIDNEY R. KNAFEL '48
New York, New York

ALUMNI TRUSTEES

ALFRED A. BLUM JR. '62
West Roxbury, Massachusetts

LUCY SCHULTE DANZIGER '78
New York, New York

LOUIS G. ELSON '80
London, England

PETER T. HETZLER, MD '72
Rumson, New Jersey

SUSANNA A. JONES '77
Weatogue, Connecticut

MICHAEL SCHMERTZLER '70
Andover, Massachusetts

TRUSTEES EMERITI

FREDERICK W. BEINECKE '62
New York, New York

BROUGHTON H. BISHOP '45
Portland, Oregon

WILLIAM W. BOESCHENSTEIN '44
Perrysburg, Ohio

STEPHEN B. BURBANK '64
Philadelphia, Pennsylvania

GEORGE BUSH '42
Houston, Texas

JOHN L. COOPER '31
Westwood, Massachusetts

RICHARD GOODYEAR '59
Lyme, Connecticut

CLINTON J. KENDRICK '61
Bedford, New York

JOHN D. MACOMBER '46
Washington, D.C.

ELIZABETH PARKER POWELL '56
Wellesley Hills, Massachusetts

BARBARA CORWIN TIMKEN '66
Belmont, Massachusetts

ALEXANDER B. TROWBRIDGE '47
Washington, D.C.

DAVID M. UNDERWOOD '54
Houston, Texas

Nar think the difference mighty as it seems
Between life's morning and its evening dreams;
Fourscore, like twenty, has its tasks and tays;
In earth's wide schoolhouse all are girls and boys.

From *The School-Boy*
by Oliver Wendell Holmes
Class of 1825

SELECTED ADMINISTRATORS

2006-07 Academic Year

Office of the Head of School

BARBARA LANDIS CHASE
Head of School
A.B., M.L.A.

REBECCA M. SYKES
Associate Head of School
A.B., M.S.W.

Office of the Dean of Faculty

TEMBA T. MAQUBELA
*Assistant Head for Academics
and Dean of Faculty*
B.S., M.S.

Office of the Dean of Studies

JOHN E. ROGERS
Dean of Studies
B.A., A.M.

HERBERT HARRY MORTON III
Registrar
A.B.

PAUL D. CERNOTA
*Associate Dean of Studies
Scheduling Officer*
A.B., Ph.D.

Office of the Dean of Students and Residential Life

MARLYS A. EDWARDS
*Dean of Students and
Residential Life*
B.A., M.A.

CARLOS A. HOYT, JR.
*Associate Dean of Students and
Residential Life*
B.A., M.A.

ELISA M. JOEL
Abbot Cluster Dean
B.A.

CLYFE G. BECKWITH
Flagstaff Cluster Dean
B.A., M.S., Ph.D.

AYA S. MURATA
Pine Knoll Cluster Dean
B.A., A.M.

CHAD A. GREEN
*West Quadrangle
North Cluster Dean*
B.A., M.T.S.

PETER D. WASHBURN
*West Quadrangle
South Cluster Dean*
B.A.

Business Office

STEPHEN D. CARTER
Chief Financial Officer
Sc.B., M.A.L.S.

Office of Admission and Financial Aid

JANE FOLEY FRIED
*Assistant Head for
Enrollment/Research &
Planning and
Dean of Admission*
A.B., M.A.

JAMES F. VENTRE
*Director of Financial Aid
and Admission Operations*
A.B.

DEBORAH B. MURPHY
*Senior Associate Dean of
Admission*
B.A., M.Ed.

JILL E. BOUYEA
Admission Counselor
B.A.

STEPHEN W. CARR
Associate Dean of Admission
B.A.

ELISA M. JOEL
*Associate Dean of
Admission/Abbot Cluster Dean*
B.A.

VIVIEN V. MALLICK
Associate Dean of Admission
B.A.

SUSAN A. MANTILLA
*Associate Dean of Admission/
Director of Student of Color
Recruitment*
B.A.

TERI A. MOSS-TYLER
Admission Counselor
B.A.

JOSÉ W. POWELL
Assistant Dean of Admission
B.S.

STEPHEN A. SILVERSIDES
Assistant Dean of Admission
B.A.

Office of Academy Resources

ELIZABETH P. ROBERTS
Secretary of the Academy
B.A.

MICHAEL JOSEPH EBNER
Director of Alumni Affairs
B.A.

GERRIT M. KEATOR
Director of Development
B.A., M.A.T.

STEPHEN M. PORTER
*Interim Director of
Communication*
B.A.

PATRICIA A. DIODATI
Director of Information Services

ANN C. HARRIS
*Director of Class, Reunion and
Parent Giving*
B.A., M.B.A.

Office of Community and Multicultural Development

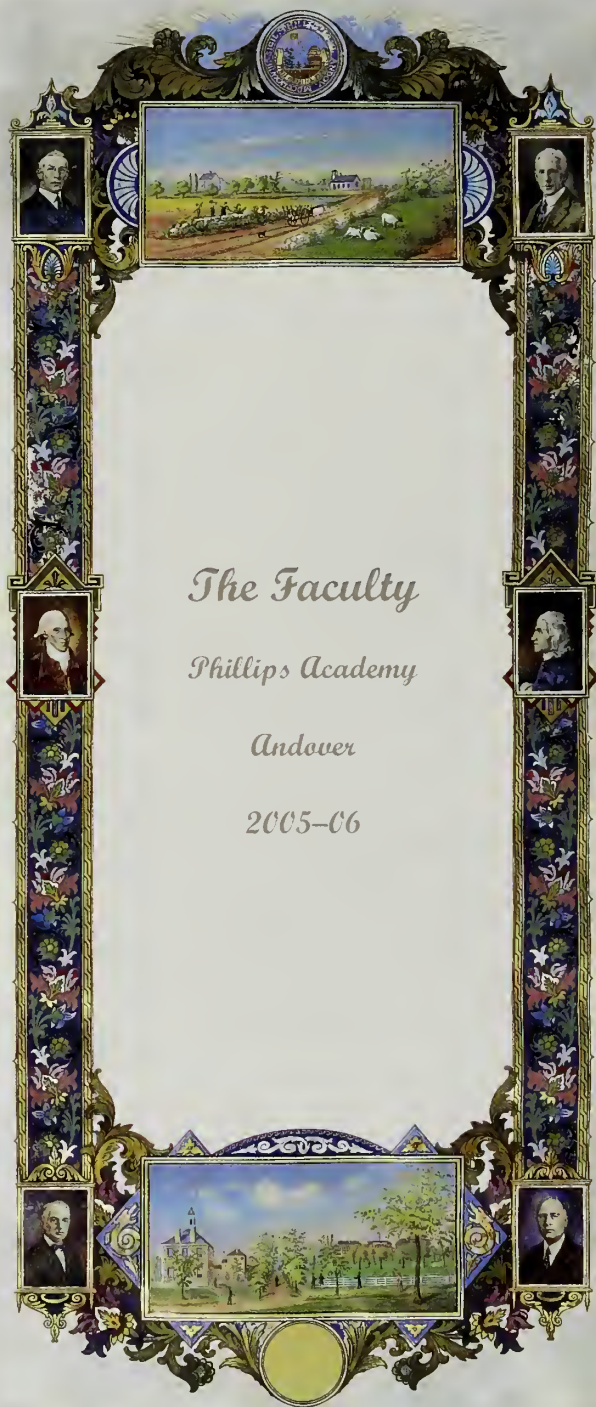
LINDA C. GRIFFITH
*Dean of Community and
Multicultural Development*
B.A., M.Ed.

RAJ R. MUNDRA
*Assistant Dean of Community
and Multicultural Development*
B.A., M.A.

Athletic Department

MARTHA G. FENTON
Director of Athletics
B.A., M.M.S.

KATHRYN A. DOLAN
Assistant Athletic Director
B.S., M.Ed.



ANDOVER FACULTY 2005-06 Academic Year

The date following the name indicates the year the person joined the Andover faculty.

TRACY ELIZABETH AINSWORTH 2002

Instructor in History and Social Science

B.A. Princeton University;
M.A. University of Colorado

YASMINE BELL ALLEN 2000

Instructor in Spanish

B.A. DePauw University;
M.A. Purdue University

FERNANDO RAFAEL ALONSO 2005

*Director of (MS)²;
Instructor in Mathematics*
B.S. Cornell University

MAX CHARLES ALOVISETTI 1986

Chair of the Psychology Department; Director of Psychological Services; Instructor in Psychology

B.A., M.S. City College of N.Y.;
Ph.D. University of Rhode Island

JOHN WARREN ANDERSON 2002

Director of College Counseling
B.A. Colgate University; M.Ed. University of New Hampshire

ELIZABETH GRACE AUREDEN 1991

Chair of the Music Department; Instructor in Music

B.M., M.M. Eastman School of Music; Ed.D. Harvard University

VINCENT BEDE JOHN AVERY 1976

Liaison Officer, Education Program Development, OAR; Instructor in Philosophy and Religious Studies on the Independence Foundation

Teaching Endowment No. 3
S.T.L. Gregorian University;
S.T.D. Academia Alphonsiana, Rome

BRUCE WILSON BACON 1994

Chair of the Theatre and Dance Department and Instructor in Theatre on the Ansin Family Instructorship

B.A. Amherst College;
M.F.A. Yale School of Drama

SETH BURTON BARDO 1981
(ON SABBATICAL)

Instructor in English on the Walter Scott Leeds Teaching Foundation

B.A. Yale; M.A.T. Harvard

HOLLY A. BARNES 2000

Instructor in Music
B.M. Indiana University;
M.M. University of Southern California; M.M. Boston University

DONALD THOMPSON BARRY 1980

Instructor in Mathematics
B.A. Carleton College; M.Div. Yale Divinity School

ROXANNE SCOTT BARRY 1995

Complementary House Counselor; Academic Advisor
B.A. Carleton College; M.El.Ed. Goucher College

CLYFE GORDON BECKWITH 1992

Dean of Flagstaff Cluster; Instructor in Physics on the Richard J. Stern Instructorship
B.A. Dartmouth College;
M.S., Ph.D. Boston College

LOUIS MICHAEL BERNIERI 1977

Instructor in English; Andover Bread Loaf Coordinator
A.B. Harvard University; M.A. Middlebury College

CARL WALKER BEWIG 1986

Associate Director of College Counseling
B.A. Oberlin College;
M.A.Ed. Washington University (St. Louis)

KATHRYN A. BIRECKI 1984

Athletic Trainer
B.S. Central Connecticut State University

JILL ELIZABETH BOUYEA 2005

Admission Counselor

B.A. Bowdoin College

GAIL CHANDLER BOYAJIAN 2001

Instructor in Art-Architecture
B.A. Tufts University;
M.A. Arch. M.I.T.

ROBERT STEPHEN BRAILE 2005

Instructor in English
B.A. Bucknell University;
M.F.A. Bennington College

CAROLE BRAVERMAN 1979

Instructor in English on the Class of 1946 Teaching Foundation
B.A. Brooklyn College;
M.A. Purdue University

JOHN WRIGHT BRIGGS 2005

Visiting Scholar in Science on the Visiting Scholar Chair
B.A. San Jose University



SUZANNE ELIZABETH
BUCKWALTER 2001
*Chair of the Mathematics
Department; Instructor in
Mathematics on the Zukerman
Fellowship for Teaching and
Learning*
B.A. University of Northern
Iowa; M.S. Northwestern
University

KEVIN FRANCIS CARDOZO 1992
*Chair of the Chemistry
Department;
Instructor in Chemistry*
B.A. Haverford College

DEBORAH LYNN CARLISLE 1992
Instructor in Chemistry
B.S., M.S. University of
New Hampshire

STEPHEN WENTWORTH
CARR JR. 2002
Assistant Dean of Admission
B.A. Amherst College

CATHERINE JANE CARTER 2001
Instructor in Classics
B.A. Grinnell College;
J.D. University of California,
Berkeley

STEPHEN DOUGLAS CARTER
1980
*Chief Financial Officer on the
Beinecke Foundation for the
Chief Financial Officer*
Sc.B. Brown University;
M.A.L.S. Wesleyan University

PAUL DAVIS CERNOTA 1999
*Instructor in Chemistry; Advisor
for Gay, Lesbian & Bisexual
Issues; Scheduling Officer*
A.B. Princeton; Ph.D. University
of California

BARBARA LANDIS CHASE
1994
*Head of School on the Foundation
in Honor of John P. Stevens Jr.;
Instructor in History & Social
Science*
A.B. Brown University; M.L.A.
Johns Hopkins University

BAOPING CHEN 2005
Visiting Instructor in Chinese
Beijing Education College

PETER MICHAEL CIRELLI 1994
Instructor in Music
B.M. New England Conservatory
of Music

CHARLES ROGER FRANCOIS
CLERC 2005
Instructor in French
B.A. University of Burgundy;
M.A., Ph.D. University of Paris

ANDREW JAMES CLINE 1979
*Instructor in Mathematics
on the Frederick W. Beinecke
Teaching Foundation*
B.A. College of Wooster;
M.A.L.S. Wesleyan University

THOMAS EDWARD CONE III
1966
*Instructor in Biology on the Class
of 1929 Teaching Foundation;
Director of PALS Program*
B.S. Trinity College;
M.A.T. Brown University

TRAVIS JAMES CONLEY 2004
Instructor in Chinese
B.A. Stanford University;
M.A. University of Washington

BRIAN DAVID COX 1997
*Head Trainer, Athletics;
Instructor in Athletics*
B.S. Northeastern University

ELAINE CRIVELLI 1997
*Chair of Art Department;
Instructor in Art*
B.A. West Chester University;
M.F.A. University of Delaware

STEPHANIE ERIN CURCI 2004
Instructor in English
A.B. Princeton University;
M.A. Brown University

MARGARITA O'BRYNE CURTIS
1986
*Dean of Studies;
Instructor in Spanish*
B.A. Tulane University; B.S.
Mankato State University; M.A.,
Ph.D. Harvard University

MARK ALAN CUTLER 2003
Instructor in Spanish
B.A. St. Lawrence University;
M.A. Middlebury College

KATHLEEN MARY DALTON
1980 (ON LEAVE WINTER AND
SPRING TERMS)
*Instructor in History and Social
Science on the Cecil F.P.
Bancroft Teaching Foundation;
Co-Director, Brace Center*
B.A. Mills College; M.A., Ph.D.
Johns Hopkins University

PATRICIA BOYCE DAVISON
2000
*Director of the Academic
Support Center; Coordinator of
Student Disability Resources*
B.S. Fitchburg State College;
M.Ed. Cambridge College

FRIAR JEEVAN J.L. D'CUNHA
2004
Intern in Psychological Services
B.A. Institute of Religious
Studies; B.A. Institute of
Religion and Philosophy, India;
M.A. Boston College

- THEODORE ROBERT DEPPE 2003
Writer-in-Residence on the Roger F. Murray Teaching Foundation
B.A. Earlham College; B.S. Berea College; M.F.A. Vermont College
- GEORGE MACNAMARA DIX 1972
Instructor in Spanish
A.B. Brown University;
A.M. Middlebury College
- MARCELLE ANNE DOHENY 1992
Instructor in History and Social Science
B.A. University of York, U.K.;
Postgraduate Certificate of Education, University of Oxford, U.K.
- KATHRYN ANN DOLAN 1990
Instructor in Athletics;
Assistant Director of Athletics on the John H. Porter Jr. Bicentennial Instructorship
B.S. University of New Hampshire; M.Ed. Cambridge College
- JEFFREY CHARLES DOMINA 1999
Instructor in English on the Richard J. Phelps Instructorship
A.B. Duke University;
M.A. University of Virginia
- PETER LAWRENCE DRENCH 1986
Instructor in History and Social Science and Chair of the Department of History and Social Science on the Class of 1945 Teaching Foundation for the Chair of the History Department
B.A. Cornell University;
M.A. Tufts University
- MICHAEL JOSEPH EBNER 1995
Protestant Chaplain;
Director of Alumni Affairs
B.A. Rollins College
- MARLYS ANN EDWARDS 1990
Dean of Students and Residential Life;
Instructor in English
B.A. Brooklyn College;
M.A. Middlebury College
- ROBERT ANDREW EDWARDS 1986 (ON SABBATICAL)
Dean of Community and Multicultural Development
B.A. Howard University
- CYNTHIA J. EFINGER 2003
Director of Student Activities
B.A. University of Utah
- MARK EDWARD EFINGER 1993
Instructor in Theatre
B.A. Middlebury College;
M.F.A. University of North Carolina
- ADA MEI FAN 1983
Instructor in English on the Alfred Ernest Stearns Teaching Foundation
B.A. Harvard University;
M.S. Boston University; M.A., Ph.D. University of Rochester
- KAREN JUNE FARRELL 2005
Co-House Counselor
B.A. University of Rhode Island; M.A. Ball State University; M.L.S. Syracuse University
- PATRICK JAMES FARRELL 2004
Instructor in Mathematics
B.A. Amherst College;
M.S. University of Connecticut
- MARTHA GOURDEAU FENTON 1994
Director of Athletics on the John H. Castle Jr. Directorship of Athletics; Chair of Athletics Department; Instructor in Athletics
B.A. Bowdoin College; M.M.S. Lesley College
- ANNE FERGUSON 2005
Associate Director of College Counseling
B.A. Denison University; M.A. University of Akron
- SUSANNA FLUG 2005
Assistant Director in Community Service
A.B. Harvard University
- DAVID USHER FOX 2004
Instructor in English
B.A. Bates College;
Ed.M. Harvard University
- EMMA LEWINSOHN FREY 2002
Instructor in History and Social Science on the Frederick S. Allis Jr. Teaching Instructorship in History
B.A. Franklin and Marshall College; M.A.L.S. Wesleyan University
- JANE FOLEY FRIED 1991
Dean of Admission on the Joshua Lewis Miner III Deanship of Admission Foundation
B.A. Bowdoin College;
M.A. Tufts University
- SHAWN FULFORD 1989
Instructor in Mathematics on the Francis C. Robertson Bicentennial Instructorship
B.S. William and Mary;
M.A. Duke University
- MARY LINE FULTON 1985
Instructor in English on the R. Allen Keyworth Teaching Foundation
B.A. Mount Holyoke College;
M.A. University of Virginia;
Ph.D. University of New Hampshire
- ANNE ELIZABETH GARDNER 2005
Assistant Protestant Chaplain
B.A. Fairfield University;
M.S. University of Rochester

- ELLEN MARY GLOVER 1991
Instructor in Mathematics
B.A. Mount Holyoke College;
M.Ed. Harvard University
- LEISLIE GODO-SOLO 2002
*Associate Director of the Institute
for Recruitment of Teachers*
B.A. Cleveland State University;
M.A. University of Rhode Island
- RICHARD BRUCE GORHAM 2000
House Counselor
B.A. University of Massachusetts;
M.A. Middlebury
- JOHN ALLEN GOULD 1982
(ON SABBATICAL)
*Instructor in English on the
Frederick W. Beinecke Teaching
Foundation*
B.A. Williams College;
M.A. Indiana University
- CHAD ALLAN GREEN 1996
*Dean of West Quad North
Cluster; Director of Community
Service*
B.A. Lewis and Clark College
M.T.S. Boston University
- KATHRYN LUCIER GREEN 1994
(ON LEAVE)
Instructor in Mathematics
B.A. Boston University; M.S.T.
University of New Hampshire
- LINDA CARTER GRIFFITH 1990
*Interim Dean of Community and
Multicultural Development;
Instructor in English; Advisor to
African-American and Latino
Students*
B.A. Vassar College;
M.Ed. Cambridge College
- MAXINE STEFANIA GROGAN
1989
*Dean of Summer Session
Admission; Academic Advisor*
B.A. Merrimack College
- THOMAS RICHARD GUDEN
2000 (ON PARTIAL SABBATICAL)
Instructor in Classics
B.A. Bowdoin College
- CHRISTOPHER JUDE GURRY
1974 (ON SABBATICAL WINTER
AND SPRING TERMS)
*Instructor in History and Social
Science on the Martha Cochran
Foundation*
A.B. Harvard College;
M.A. Tufts University
- JEREMIAH C. HAGLER 2000
Instructor in Biology
B.A. University of California/
Santa Cruz; Ph.D. Cornell
University
- YUAN HAN 1988
(ON LEAVE)
*Chair of Chinese Department;
Instructor in Chinese*
B.A. Shanghai Foreign Language
Institute; M.A., Ph.D. Ohio State
University
- GEOFFREY NEWTON HARLAN
2005
Assistant Dean of Admission
B.A. Middlebury College
- MEGAN KEMP HARLAN 2003
*Associate Director of College
Counseling*
B.A. Middlebury College;
M.S. Villanova University
- MARGARET LUCILLE HARRIGAN
1992
Instructor in Art
B.F.A. Tufts University; M.F.A.
University of Connecticut
- KEVIN PATRICK HEELAN 1983
Instructor in Theatre & Dance
(ON SABBATICAL SPRING TERM)
B.A. St. Mary's College of
Maryland; M.F.A. Smith College
- VICTOR WILLIAM HENNINGSEN
III 1974-79, 1985
(ON SABBATICAL FALL TERM)
*Instructor in History and
Social Science*
B.A. Yale; M.A. Stanford; Ed.M.,
Ed.D. Harvard University
- HENRY LYNN HERBST 1972
*Chair of French Department;
Instructor in French*
A.B. Hamilton; A.M. University
of Pennsylvania
- SALLY CHAMPLIN HERBST 1974
Instructor in French
A.B. Mount Holyoke College;
M.A. Tufts University
- KARINA ELIZABETH
HERNANDEZ 2005
*Assistant Director of College
Counseling*
B.A. Dartmouth College
- MATTHEW CURLEY HESSON
2005
Instructor in History
B.A. Bowdoin
- THOMAS SALKALD HODGSON
1977
*Chair of Philosophy and Religious
Studies; Instructor in Philosophy
and Religious Studies on the
William M. Newman Teaching
Foundation*
B.A. Williams College;
M.A. Yale University
- SCOTT WILLIAM HOENIG 2003
Instructor in Mathematics
A.B. Bowdoin College;
M.A. Boston University
- LEON MELVIN HOLLEY JR.
1993
Instructor in Biology
B.S. Howard University;
M.A. Hampton University

YUKO HORI 2005

Instructor in Chemistry and Mathematics

B.A. Cornell; M.A. & Ph.D. University of California, Berkeley

JACQUES L. HUGON 2001

Instructor in Mathematics

A.B., M.S. Harvard University; M.B.A. Harvard Business School

CAROL JANE ISRAEL 1985

Associate Director of Psychological Services; Instructor in Psychology
B.A., M.A., Ph.D. University of Chicago

MARGARET N. JACKSON 1983

Associate Director of Psychological Services; Instructor in Psychology
B.A. State University of New York at Binghamton; M.Mus. Manhattan School of Music; M.A., Ph.D. Long Island University

CHRISTOPHER LINDE JOEL 2005

Co-House Counselor
B.A. Amherst College

ELISA MARIA JOEL 1994

Associate Dean of Admission; Assistant Director of Financial Aid; Dean of Abbot Cluster
B.A. Amherst College

PENNY PAWLING JOEL

1986-1995, 1998

House Counselor
B.A. Dickinson College

KRISTEN CARRIE JOHNSON 2003

Instructor in Biology on the Schmerzler Instructorship
A.B. Dartmouth College; Ph.D. Massachusetts Institute of Technology

PATRICK KABANDA 2004

School Organist;

Instructor in Music

B.M. and M.M. The Juilliard School of Music

PAUL KALKSTEIN 1970

Instructor in English on the Independence Foundation

Teaching Endowment No. 2
A.B. Princeton; M.A.T. Yale

THOMAS HENRY KANE 2004

Instructor in English

B.A. Harvard University; M.A. New York University; Ph.D. University of Virginia

RICHARD JON KELLER 1992

School Physician

Board Certified Pediatrics and Pediatric Endocrinology
B.S. Yale University; M.D. New York University School of Medicine

CAROLYN EMILY KELLY 1986

Instructor in English on the Abbot Academy Teaching Foundation
B.A. Yale College; M.A. Simmons College

KAREN ANGELA KENNEDY 1985

Scheduling Officer, Athletics; Instructor in Athletics
B.S. Springfield College; M.A. Boston University

CRISTINA SUAREZ KEREKES

1986 (ON LEAVE)

Instructor in Chemistry
B.S., M.S. Purdue University

AGATHA GIGLIO KIP 1996

House Counselor;

School Nutritionist

B.S. University of New Hampshire; M.S. Framingham State College

NICHOLAS VAN HOUTEN KIP 1968

Instructor in Classics on the Alfred Lawrence Ripley Foundation

A.B. Princeton University; M.A. Trinity College

NEIL E. KOMINSKY 1995

Jewish Chaplain

B.A. Harvard College; B.H.L., M.A.H.L., Hebrew Union College

MARC DANA KOOLEN 1974

Chair of Biology Department Instructor in Biology
B.S. St. Lawrence University; M.S. Purdue University

CHRISTINA LEE KOPP 2005

Instructor in History
B.A. University of North Carolina

ELIZABETH GAIL KORN 1986

Assistant Dean of Studies
B.A. Wesleyan University; Ed.M. University of California at Berkeley; Ed.D. Harvard University

DOUGLAS JOHN KUHLMANN 1983

Instructor in Mathematics
B.S. St. Louis University; M.A., Ph.D. Northwestern University

MICHAEL J. KUTA 1983

Instructor in Athletics; Athletic Trainer
A.S. Berkshire Community College; B.S. Northeastern University

CORBIN FREDERICK LANG 1996

Instructor in Mathematics
B.S. University of Oregon; M.S. Montana State University

NANCY MARIE LANG 1993
Instructor in Mathematics
 B.A. Cornell University;
 M.S. University of
 Massachusetts at Lowell

MIKA ELIAS LATVA-KOKKO
 2005
Instructor in Physics
 M.Sc., Ph.D. University of
 Jyväskylä

KAREN DECRESZENZO LAVERY
 2003
*Instructor in Philosophy
 and Religious Studies* (SPRING)
 B.A. Duke University;
 M.A. Gordon-Conwell
 Theological Seminary

MATTHEW JOHN LISA 2001
Instructor in Mathematics
 B.A. Wesleyan University

MARIA MOROZ LITVIN 1987
Instructor in Mathematics
 M.S. Moscow School of
 Education

PETER ANTHONY LORENCO
 1983
Instructor in Music

MARLA NICOLE LOVE 2005
*Coordinator, Assoc. Program
 and Admission, IRT*
 B.A. Calvin College; M.A.
 University of Michigan

LIXIA MA 2005
Instructor in Chinese
 B.A. Beijing Institute of Light
 Industry; M.A. University of
 Iowa

JOHN RICHARD MAIER 1987
Instructor in Spanish
 B.A. Ohio Wesleyan University;
 M.A. University of Minnesota;
 Ph.D. University of Wisconsin

VIVIEN VALENZUELA MALLICK
 1999
Associate Dean of Admission
 B.A. Tufts University

SUSAN AMARIS MANTILLA 2002
*Associate Dean of Admission;
 Coordinator of Student of Color
 Recruitment*
 B.A. Denison University

TEMBA TEBOGO MAQUBELA
 1987
*Dean of Faculty on the Edward
 E. Elson Foundation;
 Instructor in Chemistry*
 B.S. University of Ibadan; M.S.
 University of Kentucky

VUYELWA MPH0 MAQUBELA
 1987-94, 1996
House Counselor
 B.A. Fort Hare University;
 M.A. Lesley College

SUSAN RICHARDSON
 McCASLIN 1977-1981, 1985
*Assistant Dean of Faculty;
 Instructor in Philosophy and
 Religious Studies*
 A.B. Smith College; M.T.S.
 Harvard Divinity School

THOMAS EARL MCGRAW
 1983
*Instructor in English on the
 Harris Family Instructorship*
 B.A. University of Notre Dame;
 M.S. Boston University

MICHAEL JAMES MCHUGH
 1994
Instructor in Mathematics
 B.A. Columbia University; M.S.,
 Ph.D. University of New
 Hampshire

MYRIAM MEDRANO 2005
Instructor in Spanish
 Licenciada en Filosofia y Letras

PETER T. MERRILL 1989
*Acting Chair of the Chinese
 Department; Head of the Division
 of World Languages on the David
 M. Underwood Teaching
 Foundation for the Chair of the
 Language Division; Instructor in
 Russian*
 B.A., A.M. University of
 Pennsylvania; M.A., Ph.D.
 University of California at
 Los Angeles

ELIZABETH ANN MEYER 1998
Instructor in Classics
 B.A., M.A. University of
 Colorado; Ph.D. Boston
 University

LEON ADRIAN MODESTE III
 1986
Instructor in Athletics
 B.S. Springfield College; M.Ed.,
 Cambridge College

VINCENT JOSEPH MONACO
 1984
Instructor in Music
 B.Ed. University of
 Massachusetts;
 M.M. Boston University

DIANE LYNN MOORE 1993
*Instructor in Philosophy and
 Religious Studies; Program
 Development, IAP*
 B.A. Drake; M.Div. Harvard
 University; D.M. Episcopal
 Divinity School; M.Phil., Ph.D.
 Union Theological Seminary

HERBERT HARRY MORTON III
 1975
*Registrar;
 Instructor in Mathematics*
 A.B. Dartmouth College

ROBERT ADAMS MOSS JR.
 1984
Instructor in French
 B.A., M.A. Trinity College

TERI ALICIA MOSS-TYLER 2004
Admission Counselor
B.A. Boston University

EMILIO MIGUEL MOZO 1984
Chair of the Spanish Department;
Instructor in Spanish on the Class
of 1915/Garrigues Teaching
Foundation

B.A. Sir George Williams
University; M.A. McGill
University

MARY MINOT MULLIGAN
1984

Instructor in History and
Social Science
A.B. Mount Holyoke College;
J.D. Northeastern University;
M.A.L.S. Wesleyan University

RAJESH RAMESH MUNDRA
1996
International Student
Coordinator; Interim Associate
Dean of Community and
Multicultural Development;
Instructor in Biology on the Mesics
Family Campaign Andover
Instructorship
B.A. Brandeis University; M.A.T.
Brown University

AYA SILVIA MURATA 1992
Dean of Pine Knoll Cluster;
Advisor to Asian and Asian
American Students
B.A. Bates College;
A.M. Harvard University

DEBORAH BURDETT MURPHY
1991
Senior Associate Dean of
Admission
B.A. University of Virginia;
M.Ed. Boston University

PAUL DANIEL MURPHY
1989
Director of Summer Session;
Instructor in Mathematics on the
Harris Family Instructorship for
Mathematics
B.A. Bates College; M.S.T.
University of New Hampshire

BILLY W. MURRAY 1996
(ON SABBATICAL)
Instructor in Theatre & Dance
B.A. St. Andrews Presbyterian
College; M.F.A. University of
North Carolina at Greensboro

FR. FRANCISCO NAHOE, OFM
CONV. 2003
Instructor in English;
Roman Catholic Chaplain on the
Philip M. Drake Catholic
Ministry Foundation
B.A. Pomona College; M.A.
Dartmouth College; S.T.B.
Pontifical Seraphicum

KEVIN THOMAS O'CONNOR
1985
Instructor in English on the
Lumpkin Family Bicentennial
Instructorship
B.A. University of Notre Dame;
M.A. University of Virginia

CAROLINE ELIZABETH ODDEN
2001
Instructor in Physics
B.A. Yale University; M.S.
University of New Hampshire

CHRISTOPHER THOMAS ODDEN
2001
Instructor in Mathematics
A.B. Harvard University; Ph.D.
Duke University

DEBORAH MARY OLANDER
2002
Instructor in Academic Support;
Instructor in Mathematics
B.A. State University of New
York; M.S. Stanford University;
M.Ed. Harvard University

M. ROXANA PAGES-RANGEL
2004
Instructor in Spanish
B.A. Universidad Complutense,
Spain; M.A. Universidad de
Puerto Rico; Ph.D. Harvard
University

RANDALL SCOTT PEPPER 1978
Instructor in English on the
Jonathan French Foundation
B.A. Washington & Jefferson
College; M.A. University of
New Hampshire

DAVID ALBERT PENNER 1966
Instructor in Mathematics
on the Elizabeth Milbank
Anderson Foundation
B.A. Amherst College;
M.A. University of Maryland

CARROLL PERRY III 2000
Instructor in History and Social
Science
B.A. Williams College; M.A.
Johns Hopkins University

DAVID BRIAN POTTLE 1977
Chair of Classics Department on
the John C. Phillips Foundation
and Instructor in Classics
B.A. Northeastern University;
Ph.D. Tufts University

KATHLEEN R. PRYDE 1994
Chair of the Physics
Department; Instructor in
Physics on the George Peabody
Foundation
B.S. University of Washington

ALICE PURINGTON 1986
Associate Director of
College Counseling
B.A. Vassar College;
M.Ed. Tufts University

EDWIN GUSTAVUS
QUATTLEBAUM III 1973
*Instructor in History and
Social Science on the Donna
Brace Ogilvie Teaching
Foundation No. 2*
A.B. Harvard College;
M.A., Ph.D. University of
California at Berkeley

RUTH F. QUATTLEBAUM 1979
Archivist; Instructor in Art
A.B. Wheaton College;
M.A. Columbia University

CHERA D. REID 2003
Interim Director, IRT
B.A. University of Virginia; M.A.
University of Michigan

ELIZABETH P. ROBERTS 2005
Secretary of the Academy
B.A. Dartmouth College

KEITH ANTHONY ROBINSON
2003
*Instructor in Biology;
Instructor in Chemistry*
A.B. Bowdoin College

CATHERINE KILBURN RODEN
2005
*Instructor in Biology;
Instructor in Chemistry*
B.A., M.A. Wesleyan University

JOHN EDWARD ROGERS 1990
Instructor in Chemistry
B.A. University of Virginia; A.M.
Harvard University

E. ANTHONY ROTUNDO 1981
*Instructor in History and
Social Science; Co-Director,
Brace Center*
B.A. Wesleyan University;
M.A.T. Harvard University;
Ph.D. Brandeis University

REBECCA GAIL RUBIN-
SCHLANSKY 2005
Ezra Fellow
B.A. Columbia University

PATRICIA CLAIRE RUSSELL 1989
*Head of Division of Natural
Sciences; Instructor in Biology;
Instructor in Physics*
A.B., M.A.T. Brown University

DANIEL JOSEPH SCHNEIDER
2004
Instructor in Mathematics
A.B. Harvard University; M.A.
Columbia University

NATALIE GILLINGHAM SCHORR
1974
*Instructor in French on the Ammi
Wright Lancashire Teaching
Foundation*
B.A. McGill University;
d.e.s. Aix Marseille; M.A.
University of Pennsylvania

NINA SAVIN SCOTT
1990-92, 1995
Instructor in English
B.A. Duke University;
M.I.A. Columbia University

WILLIAM WALLACE SCOTT 1987
Instructor in Mathematics
B.A. The Colorado College;
M.A.L.S. Wesleyan University

CHRISTOPHER LIVINGSTON
SHAW 1982-88, 1994
*Instructor in History and Social
Science; Director of the International
Academic Partnership (IAP)*
B.A. Wesleyan University;
M.A.L.D., Ph.D. Fletcher School
of Law and Diplomacy, Tufts
University

LINDSEY GRACE SHAW 2002
*Instructor in History and
Social Science*
B.A. Wesleyan University

TERUYO SHIMAZU 1999
Instructor in Japanese
B.A. Seinan Gakuin University;
Ed.M. University of North
Carolina

CLARE RITA SISISKY 2004
*Instructor in Philosophy and
Religious Studies; Instructor in
History and Social Science*
B.A. George Washington
University; M.T.S. Harvard
University

JONATHAN ANGELL
STABLEFORD 1976
*Chair of the English Department
on the Richard Adamson
Lumpkin Teaching Foundation
(for the chair of the English
Department); Instructor in
English on the Frederick W.
Beinecke Teaching Foundation*
B.A. Williams College; M.A.T.
Wesleyan University

DAVID A. STERN 2001
Instructor in Chemistry
B.S. Lafayette College, Ph.D.
University of New Hampshire

ERIN E. STRONG
*Instructor in Theatre and
Dance*
B.S. Skidmore College; M.A.
New York University

MICHAEL PARRISH STRYSICK
2005
Director of Communication
B.A. University of Minnesota;
M.A., Ph.D. State University of
New York, Binghamton

LISA JOHNSON SVEC
1986-89, 1990
*Chair of the German
Department; Instructor in
German*
B.A. Dartmouth College;
M.A. Tufts University

VICTOR SVEC 1980
*Chair of the Russian
Department; Instructor in
Russian on the A. Wells Peck
Teaching Foundation*
B.A. University of Washington

DONALD CLARKE SWEENEY 2005
Assistant Dean of Admission
B.A. Harvard University

ELWIN SYKES 1973-1996, 2002
Instructor in English
A.B., M.A., Harvard University

REBECCA MILLER SYKES 1976-1984, 1988
(ON SABBATICAL WINTER AND SPRING TERMS)
Associate Head of School
A.B. Radcliffe College;
M.S.W. Simmons College

WILLIAM ETHANIEL THOMAS 1974
Instructor in Music on the Frederick W. Beinecke Teaching Foundation
B.M. Oberlin College; M.F.A. Pennsylvania State University

CRAIG THORN IV 1982
Instructor in English on the Emily Belden Cochran Teaching Foundation
B.A. Dartmouth College;
M.A. Brown University

FRANK PRUDEN TIPTON 2005
Instructor in History
B.A. Columbia University;
M.A. Georgetown University

SUSANNE A. TORABI 2005
Instructor in German
B.A., M.A. University of Munster, Germany

PAUL FRANCIS TORTORELLA 2001
Instructor in English
B.A. Yale University;
M.A. SUNY, Buffalo

CATHERINE DUBAY TOUSIGNANT 1999
Instructor in English on the Elizabeth Rogers Fund Instructorship
B.A., M.A., University of Virginia

EMILY ELLEN TRESPAS 1999
Instructor in Art
B.A. Mt. Holyoke College;
M.F.A. Cornell University

ELISABETH ESSEX TULLY 2001
Director of the Oliver Wendell Holmes Library on the Abbot Stevens Foundation
A.B. Duke University; M.P.H. University of North Carolina;
M.L.S. SUNY/Albany

BRIAN DWAYNE TUTT 2003
House Counselor

SHIRLEY ANN VEENEMA 1979
(ON SABBATICAL FALL TERM)
Instructor in Art
B.A. Bucknell University;
M.A. Rowan University

JAMES FREDERICK VENTRE 1983-86, 1990
Director of Financial Aid and Admission Operations
A.B. Dartmouth College

FLAVIA MAYRINCK VIDAL 2001
Instructor in English
B.A. Hampshire College;
Ph.D. Brandeis University

CHRISTOPHER ROBERT HUGH WALTER 1977-1980, 1982
Chair of the Music Department (SPRING TERM)
Instructor in Music on the Independence Foundation Teaching Endowment No. 1
M.A. The Queen's College Oxford University; A.R.C.M. Royal College of Music, London

PETER CARLTON WARSAW 1984
Instructor in Music on the Donna Brace Ogilvie Teaching Foundation I
A.B. Harvard University; M.M., D.M.A. Eastman School of Music

ELIZABETH EBBOTT WASHBURN 1980
House Counselor; Academic Advisor
B.A. Dartmouth College

PETER DAVIS WASHBURN 1980
Dean of West Quad South Cluster; Instructor in Mathematics
B.A. Syracuse University

J. PETER WATT 1988
Instructor in Physics on the Frederick W. Beinecke Teaching Foundation
B.S., M.S. Dalhousie University;
Ph.D. Harvard University

STEPHEN BLAZIER WICKS AA 1971, 1973
Instructor in Art on the Samuel Harvey Taylor Teaching Foundation

GREGORY JOSEPH F. WILKIN 1980
Instructor in English
B.A. Yale College; M.A., Ph.D. University of Toronto

J. DEREK WILLIAMS 1980
Instructor in History and Social Science on the Margaret S. and F. Maurice Newton Teaching Foundation
B.A. Wesleyan University; M.A. University of North Carolina

J. MEGAN WILLIAMS 2005
Instructor in History
B.A. Stanford University; M.A. University of Pennsylvania

HENRY BOND WILMER JR. 1970
Director of the Language Learning Center; Instructor in French on the John Mason Kemper/Class of 1949 Teaching Foundation
B.A. Davidson College;
M.A. Middlebury College



JUDITH TRIBO WOMBWELL 1995
Instructor in Dance
B.A. Old Dominion University

FEI YAO 1991
Instructor in Physics
B.S. Beijing Polytechnic
University; M.A. Brooklyn
College of SUNY

S. THAYER ZAEDER 1999
*Instructor in Art on the Lumpkin
Family Bicentennial Instructorship*
B.F.A. Philadelphia College
of the Arts; M.F.A. University of
Minnesota

THERESE Y. ZEMLIN 2002
Instructor in Art-Sculpture
B.F.A. University of Illinois;
M.F.A. University of Texas/Austin

TEACHING FELLOWS

LANI MARIE BOARDMAN
Teaching Fellow in Mathematics
B.S. University of Vermont

REBECCA STILLMAN
BOGDANOVITCH
*Teaching Fellow in Community
Service*
B.A. Bowdoin College

AMBER DIANE CONVERSE
Teaching Fellow in Chemistry
B.A. Macalester College

SHEILA CONNORS CORDNER
Teaching Fellow in English
B.A. Smith College; M.A.
Columbia University

AARON GEORGE JAKES
Teaching Fellow in History
B.A. Yale University; M.Phil
University of Oxford

SCOTT DAVID KELLY
Teaching Fellow in French
B.A. Kalamazoo College

EMMA FLORENCE LEONARD
Teaching Fellow in Chemistry
B.A. Bowdoin College

CHRISTOPHER O. MESEROLE
Teaching Fellow in English
B.A. Harvard University

PATRICK FRANCIS MORRISSEY
Teaching Fellow in English
B.A. Harvard University

JENNIFER MARIE PHILP
Teaching Fellow in Theatre
B.A. Oakland University; M.F.A.
University of Illinois

FRANCES CUNNINGHAM RITCHIE
Teaching Fellow in History
B.A. Carnegie Mellon University

TREVOR PEARSON SCOTT
Teaching Fellow in Biology
B.A. Williams College

ERIN LEE STEIN
Teaching Fellow in Mathematics
B.A. Michigan State University

EMILY DAWN STEVENS
Teaching Fellow in Biology
B.S., M.A.T. University of Maine

ADMINISTRATORS

DONALD BLANCHARD ABBOTT
1991

Senior Development Officer
B.A. Yale College; B.D.
Episcopal Theological School

BRIAN THOMAS ALLEN 2004
*Director of the Addison Gallery
of American Art on the Mary
Stripp Kemper and R. Crosby
Kemper Addison Gallery
Directorship*
B.A. Wesleyan University; J.D.
University of Connecticut
School of Law; M.A. Williams
College; Ph.D. Yale University

MICHAEL RICHARD BLAKE
2003
*Associate Director for
Instructional Services of the
Oliver Wendell Holmes Library*
B.S. Eckerd College;
M.Ln. Emory University

MALINDA STAFFORD BLUSTAIN
2001
*Director of the Robert S. Peabody
Museum*
B.A. University of Florida, M.A.
University of Kentucky

SANDRA LEE BUTTERS 2003
Director of the Parent Fund
B.A. Gordon College

DAVID WILLIAM CHASE 1996
Director of Stewardship
B.A. Brown University

JOSEPH J. DONNELLY JR. 2005
Director of Advancement Services
B.A. Bates College

MICHAEL JOSEPH EBNER 1995
Director of Alumni Affairs
B.A. Rollins College

LAURA FILLBACK EWING 2003
Leadership Gift Officer
B.A. Denison University

AMY FALLS 2005
Chief Investment Officer
B.A. Georgetown University,
M.A. Harvard University, John
F. Kennedy School of
Government

SUSAN C. FAXON 1986
*Associate Director of Addison
Gallery on the Robert M. Walker
Foundation for Curator/Art
Historian*
B.A. Smith College; M.S.
Columbia University Graduate
School

DAVID ALEXANDER FLASH
2001
Director of Gift Planning
B.A. Bates College

PATRICIA H. GERETY 2000
*Assistant Director of Alumni
Affairs for Classes/Reunions*
A.S. Chandler School

ELLIOT HACKER 1992
*Comptroller and Assistant
Treasurer*
A.B. Bowdoin College;
M.B.A./M.S. Northeastern
University School of Accounting

ELLEN GIBSON HARDY 1994
Director of Design Services
A.S. Garland Junior College;
School of the Museum
of Fine Arts

ANN CARROLL HARRIS 1996
*Director of Class, Reunion
and Parent Giving*
B.A. Trinity College;
M.B.A. Boston University

RICHARD TURNER HOWE
2001
*Associate Director of
Regional Associations*
B.A., M.B.A. Harvard
University

SAMUEL ARMSTRONG HOWE
2006
Senior Development Officer
B.A. Middlebury College, M.A.
John F. Kennedy University

NANCY E. IMBRIANO 1997
*Associate Director of
Annual Giving*
B.A. University of Massachusetts
at Lowell

JODY CATHERINE
MACARTHUR JOHNSON 2001
Leadership Gift Officer
B.A. Bucknell University

GERRIT MEDBURY KEATOR
2000
Leadership Gift Officer
B.A., M.A.T. Yale University

LUANNE MARY KIRWIN 2006
Senior Development Officer
B.A. Merrimack College;
A.L.M. Harvard University

DEBORAH TAYLOR MARTIN
1992
*Director of Human Resources
and Risk Management*
B.A. Denison University

THERESA MARIE PEASE 1994
Director of Editorial Services
B.A. Emerson College

ALLISON ELIZABETH PICOTT
2001
Leadership Gift Officer
B.A. Trinity College;
J.D. University of Pittsburgh

STEPHEN MURRAY PORTER
2005
Director of Public Information
B.A. University of
Massachusetts/Amherst

CHARLES ANDREW
RICHARDSON 1989
*Associate Director of
Annual Giving*
B.A. Bates College

VALERIE A. ROMAN 1997
*Director of Technology
and Telecommunications*
B.A. Wellesley College

JENNIFER ROSE SAVINO 2002
*Assistant Director of Alumni
Affairs for Classes and Reunions*
B.A. Skidmore College

ALICE YING-WAH TUNG 1997
*Assistant Director of the
Parent Fund*
B.S. University of Massachusetts
at Lowell

MICHAEL EDWARD WILLIAMS
1992
Director of Facilities
A.B. Harvard College

KENNETH KELLY WISE 1966
*Executive Director of the Institute
for Recruitment of Teachers*
B.A. Purdue University;
M.A. Columbia University

ABBOT ACADEMY EMERITAE

HOPE COOLIDGE
*Director of Food and Housing,
Emerita*
Acton, Massachusetts
1938-1962

ANNA ROTH
Instructor in History, Emerita
Franklin, Massachusetts
1942-1956

PHILLIPS ACADEMY EMERITI

ROBERT WHITTEMORE SIDES
A.B.

*Director of Admissions and
Instructor in Mathematics
and Navigation, Emeritus*
Marblehead, Massachusetts
1938-1972

SIMEON HYDE JR.
A.M.

*Instructor in English,
Dean of the Faculty,
Associate Headmaster, Emeritus*
Portland, Oregon
1950-1974

HART DAY LEAVITT
A.B.

Instructor in English, Emeritus
Andover, Massachusetts
1936-1975

STEPHEN WHITNEY
M.A.

Instructor in French, Emeritus
Barrington, New Hampshire
1936-1977

WILLIAM HAYES BROWN
M.A.

Instructor in English, Emeritus
Bath, Maine
1938-1979

ALBERT KARL ROEHRIG
Ed.D.

*Counselor, Instructor in
Psychology, Emeritus*
Francestown, New Hampshire
1954-1980

DALTON HUNTER MCBEE
A.B.

Admissions Officer, Emeritus
Newburyport, Massachusetts
1953-1981

WILLIAM LOUIS SCHNEIDER
Mus.Ed.B.

Instructor in Music, Emeritus
Mont Vernon, New Hampshire
1949-1981

FREDERIC ANNESS STOTT
A.B.

Secretary of the Academy, Emeritus
Andover, Massachusetts
1951-1982

SHIRLEY J. RITCHIE
B.S.

*Instructor in Physical Education,
Emerita*
Temple Hills, Maryland
1950-1984

ALANSON PERLEY STEVENS III
M.A.

Instructor in Russian, Emeritus
Cornish, New Hampshire
1962-1985

HILDA STROOP WHYTE
M.S.

*Instructor in Physical Science,
Emerita*
Centerville, Massachusetts
1967-1985

SAMUEL IRVINE ALLISON
ANDERSON

M.A.
Instructor in French, Emeritus
Barnstable, Massachusetts
1968-1986

PETER JOSEPH BALEYKO
S.B.

*Assistant to the Comptroller,
Emeritus*
Nashua, New Hampshire
1970-1986

GEORGE A. NEILSON JR.
M.Ed.

Business Manager, Emeritus
Naples, Florida
1972-1986

SHERMAN DRAKE
Ed.M.

*Instructor in Mathematics,
Emeritus*
Centerville, Massachusetts
1953-1987

EDMOND E. HAMMOND JR.
Sc.M.

*Instructor in Mathematics,
Emeritus*
Brunswick, Maine
1953-1987

JAMES LEIGHTON BUNNELL
M.A.

*Instructor in History and Social
Science, Director of Andover
Summer Session, Emeritus*
Savannah, Georgia
1967-1988

J. LAURENCE POWELL
S.B.

*Consultant to the Science Division,
Assistant to the Director of
Computing, Emeritus*
Barrington, Rhode Island
1980-1988

LOUIS JOHN HOITSMA JR.
Ed.M.

*Instructor in Mathematics,
Emeritus*
Williamsburg, Virginia
1953-1989

JEAN CRAWFORD MCKEE
B.A.

*Director of Summer Session
Admission, Emerita*
Sunapee, New Hampshire
1974-1989

PHYLLIS WENDOVER POWELL
M.A.

*Instructor in History and
Social Sciences, Director of
the Summer Session, Emerita*
Barrington, Rhode Island
1976-1989

HELEN M. ECCLES,
A.B.
Co-House Counselor
Co-Director of Andover
Dartmouth Teachers Institute,
Emerita
Andover, Massachusetts
1975-1990

BARBARA HAWKES
M.A.
Instructor in Biology, Emerita
North Chelmsford,
Massachusetts
1972-1991

JOHN RICHARD LUX
B.S., M.S.
Instructor in Mathematics,
Emeritus
Andover, Massachusetts
1949-1991

HAROLD HOLMES OWEN
M.A.
Instructor in Theatre and English,
Emeritus
Camden, Maine
1955-1991

CRISTINA ALONSO RUBIO
Instructor in Dance, Emerita
Madrid, Spain
1965-1991

GORDON GILMORE BENSLEY
A.B.
Instructor in Art, Emeritus
Andover, Massachusetts
1949-1992

MARION FINBURY
A.B.
Associate Director of College
Counseling, Emerita
Haverhill, Massachusetts
1969-1992

GEORGES NICOLAS KRIVOBOK
M.A.
Instructor in French and Russian,
Emeritus
Sinsheim, Germany
1969-1992

AUDREY NYE BENSLEY
Instructor in Art, Emerita
Andover, Massachusetts
1965-1993

DONALD H. BADE
B.B.A.
Comptroller, Emeritus
Byfield, Massachusetts
1975-1994

ALOYSIUS JOHN HOBAUSZ
S.B.
Director of the Audio Visual
Center, Emeritus
Sunapee, New Hampshire
1957-1994

GEORGE HOWARD EDMONDS
B.A., ED.M.
Instructor in English, Emeritus
Andover, Massachusetts
1961-1995

EVERETT EUGENE GENDLER
B.A., M.H.L.
Jewish Chaplain, Instructor
in Philosophy and Religious
Studies, Emeritus
Great Barrington,
Massachusetts
1977-1995

PATRICIA HOPE EDMONDS
A.B., A.M.T.
Secretary of the Academy,
Emerita
Andover, Massachusetts
1974-1996

GEORGE WILLIAM BEST
B.S., M.A.
Instructor in Mathematics,
Emeritus
Brewster, Massachusetts
1958-1996

CARROLL WESLEY BAILEY
B.A., J.D.
Instructor in English, Emeritus
Andover, Massachusetts
1970-1997

YOLANDE L. BAYARD
B.S., M.A.
Instructor in French, Emerita
New Market, New Hampshire
1973-1997

ROBERT ANDREW LLOYD
B.A., M.A.RCH.
Instructor in Art, Emeritus
Middletown Springs, Vermont
1962-1997

SUSAN MCINTOSH LLOYD
A.B., M.A.T.
Instructor in History and Social
Science and in Music, Emerita
Middletown Springs, Vermont
1968-1997

JOHN RICHARDS II
A.B., M.A.T.
Instructor in History and
Social Science, Emeritus
Sunapee, New Hampshire
1959-1997

PETER M. CAPRA
B.A., M.B.A.
Senior Consultant in OAR,
Emeritus
Rocky Hill, Connecticut
1989-1998

CHRISTOPHER CAPEN COOK
A.B., M.F.A.
Instructor in Art, Emeritus
Portsmouth, New Hampshire
1964-1998

CARL EDWARD KRUMPE JR.
A.B., A.M.
Instructor in Classics and in
History and Social Science,
Emeritus
Cambridge, Massachusetts
1960-1998

THOMAS TOLMAN LYONS
B.A., M.A.T.
Instructor in History and
Social Science, Emeritus
Newburyport, Massachusetts
1963-1999

GERALD SHERTZER
A.B., B.F.A., M.F.A.
Instructor in Art, Emeritus
Brookline, Massachusetts
1957-1999

JOSEPH BELLEAU WENNIK
B.A., M.A.
*Instructor in German, Director
of Alumni Affairs, Emeritus*
Newbury, Massachusetts
1967-1999

A. JOHN PATTEN CHIVERS
A.B., A.M.
Instructor in German, Emeritus
Wentworth, New Hampshire
1960-2000

EDWARD BARNARD GERMAIN
B.A., M.A., Ph.D.
Instructor in English, Emeritus
Dublin, New Hampshire
1979-2000

HARRISON FAIRFIELD McCANN
B.A., M.A.
Instructor in Spanish, Emeritus
Andover, Massachusetts
1976-2000

THOMAS JOSEPH REGAN
B.A., M.A.
Instructor in English, Emeritus
Cotuit, Massachusetts
1955-2000

SARAH EMMONS WARREN
A.B.
*Director of the Language
Learning Center, Emerita*
Newburyport, Massachusetts
1982-2000

J. PHILIP ZAEDER
B.A., M.Div.
*Instructor in English, Dean
of Faculty, Emeritus*
Milton, New Hampshire
1977-2000

DOUGLAS EVERETT CRABTREE
A.B., M.A., Ph.D.
*Instructor in Mathematics,
Emeritus*
Andover, Massachusetts
1971-2001

JOHN KENNEDY MCMURRAY
B.A., M.A.T.
Instructor in Art, Emeritus
Addison, Maine
1968-2001

MEREDITH PRICE
A.B., M.A.T.
Instructor in English, Emerita
Andover, Massachusetts
1963-2002

ELIZABETH WEINGART CULLEN
B.A., M.A.
Leadership Gift Officer, Emerita
West Chester, Pennsylvania
1987-2003

FRANCESCA PIANA
B.A., M.A.
*Instructor in Spanish,
Instructor in History and
Social Science, Emerita*
Arlington, Massachusetts
1986-2003

SUSAN GARTH STOTT
B.A., M.C.R.P.
*Director of Business Services,
Emerita*
Andover, Massachusetts
1981-2003

ROBERT LEE CRAWFORD
B.A., S.T.B., M.A.
*Instructor in History and Social
Science on the Class of 1946
Teaching Foundation, Emeritus*
Andover, Massachusetts
1971-2004

LESLIE VERONICA BALLARD
*Instructor in Chemistry,
Emerita*
Craftsbury, Vermont
1973-2005

PRISCILLA KEENE BONNEY-
SMITH
*Associate Dean of Students
and Residential Life; Psychological
Counselor; Instructor in Life
Issues, Emerita*
Greensboro, Vermont
1974-2005

LYDIA BUTLER GOETZE
Instructor in Biology, Emerita
Southwest Harbor, Maine
1980-2005

CHENG-YU HUANG
*Instructor in Mathematics,
Emeritus*
China
1986-2005

SUZY COLETTE JOSEPH
Instructor in French, Emerita
Arcangues, France
1980-2005

ROBERT PETER PERRIN
*Instructor in Mathematics,
Instructor in Physics, Emeritus*
Craftsbury, Vermont
1973-2005

NATHANIEL BALDWIN SMITH
*Instructor in Mathematics ,
Emeritus*
Greensboro, Vermont
1965-2005



TRAVELING TO ANDOVER

If traveling by car from Boston, take Route 93 north for about 19 miles. Take Exit 41, then turn right (east) and follow Route 125 for two miles. Turn right onto Route 28, and go north three miles to the Andover campus. Turn right after the bell tower onto Salem Street. The Shuman Admission Center is on the right. Parking is located behind the building.

If driving from Logan Airport, follow the signs to Boston via the Sumner Tunnel and follow Route 93 north signs, then follow the directions above.

From Route 495 north or south, take Exit 41, marked Andover, and proceed south on Route 28 through the town of Andover. The Phillips Academy campus is approximately one mile south of the center of town. At the traffic light at the intersection of Main Street and Salem Street (at the bell tower), take a left onto Salem Street. The Shuman Admission Center is on the right. Parking is located behind the building.

The Mass. Bay Transportation Authority runs commuter trains to Andover from Boston. Call them at 617-222-3200 or 800-392-6100 or visit their Web site: www.mbta.com.

Andover Inn
Chapel Avenue, Andover
978-475-5903

Comfort Suites
106 Bank Road, Haverhill
(Exit 49 off Route 495)
978-374-7755

Courtyard Marriott
10 Campanelli Drive, Andover
(Exit 45 off Route 93)
(Next to Wyndham Andover Hotel)
978-794-0700 or 800-321-2211

Hampton Inn
224 Winthrop Avenue,
North Andover/Lawrence
(Exit 42A off Route 495)
978-975-4050 or 800-426-7866

Holiday Inn
Tewksbury/Andover
4 Highwood Drive, Tewksbury
(Exit 39 off Route 495)
978-640-9000 or 800-465-4329

Residence Inn Boston Andover
500 Minuteman Road
(off River Road), Andover
(Exit 45 off Route 93)
978-683-0382 or 800-331-3131

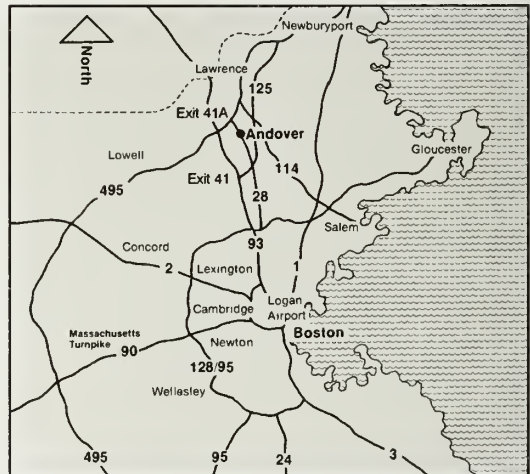
Fairfield Inn by Marriott
1695 Andover Street, Tewksbury
(Exit 39 off Route 495)
978-640-0700 or 800-228-2800

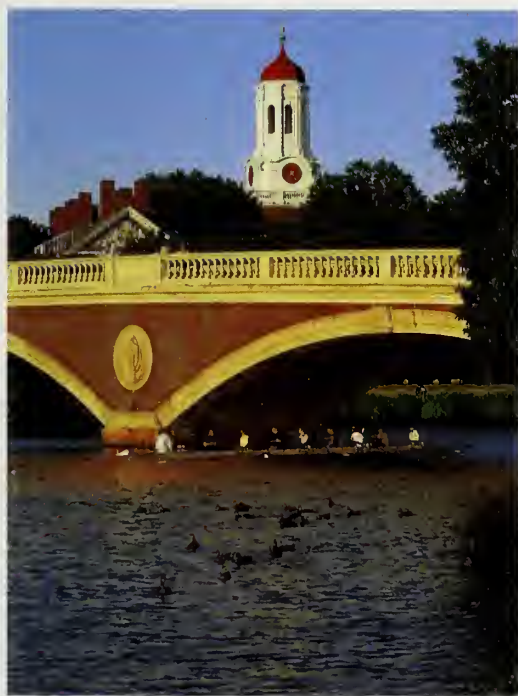
Wyndham Andover Hotel
123 Old River Road, Andover
(Exit 45 off Route 93)
978-975-3600 or 888-949-3300

SpringHill Suites
550 Minuteman Road, Andover
(Exit 45 off Route 93)
978-688-8200 or 866-449-7388

Comfort Suites
4 Riverside Drive, Andover
(Exit 45 off Route 93)
978-475-6000

Staybridge Suites
4 Technology Drive, Andover
(Exit 45 off Route 93)
978-686-2000 or 800-238-8000





Andover is a 30-minute drive from downtown Boston and Cambridge. Public transportation is available from downtown Andover to Boston. (See p. 176.)

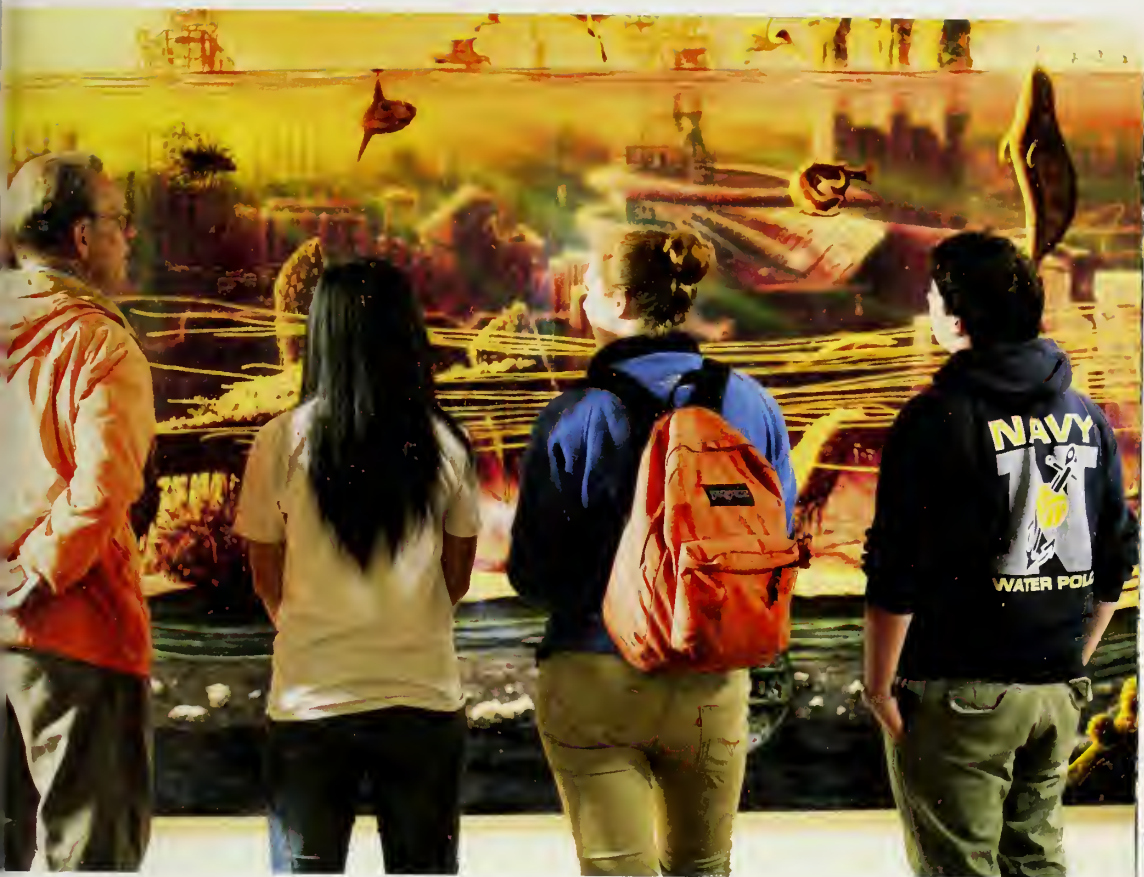






"The best advice I could give to an incoming student is to be open to everything. Coming to Andover as a focused hockey player, I decided to try crew in the fall. A year later, crew has become my main sport at Andover, and some of my most cherished moments are from rowing on the Merrimack."

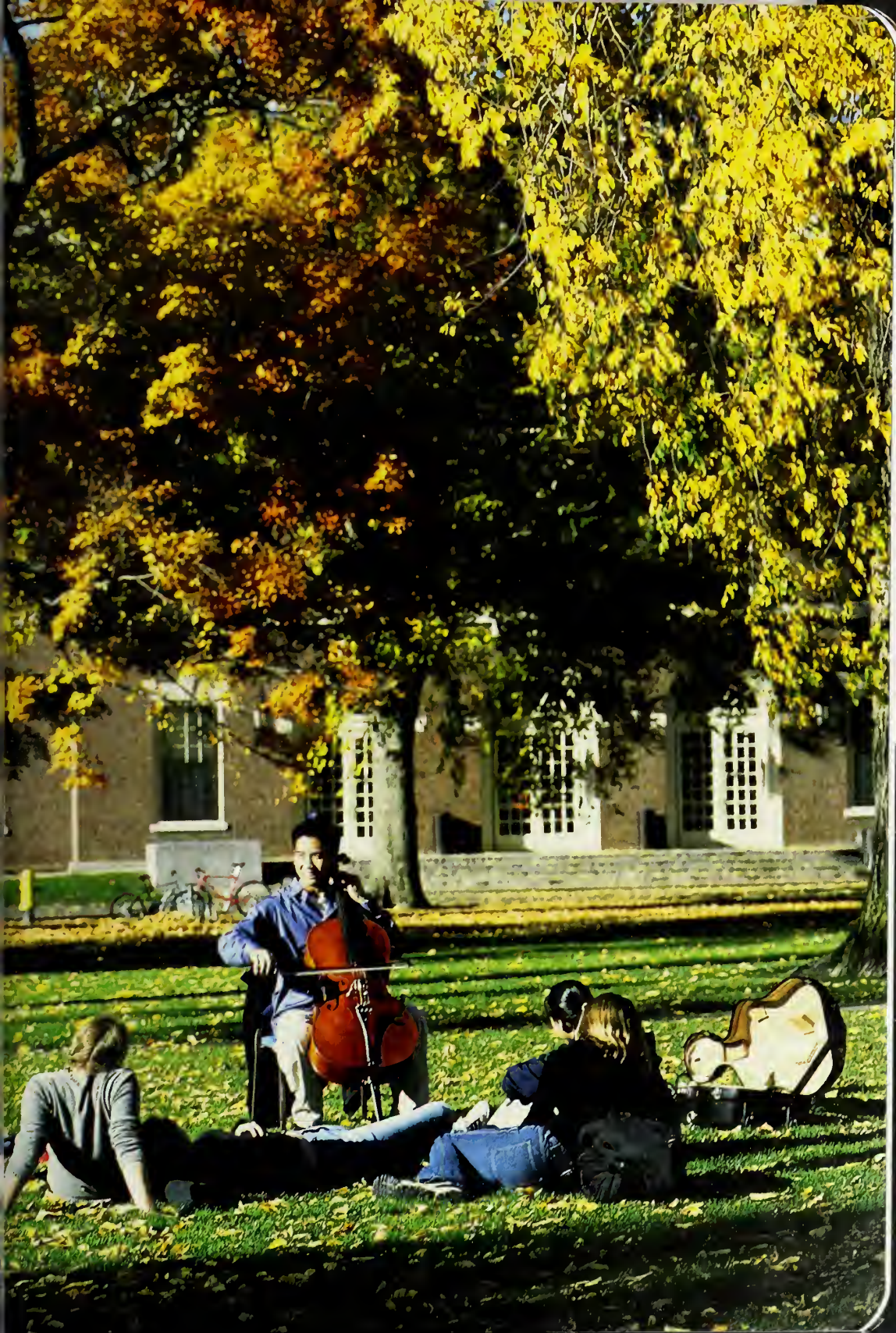
—Justin Yi '06, Princeton, N.J.

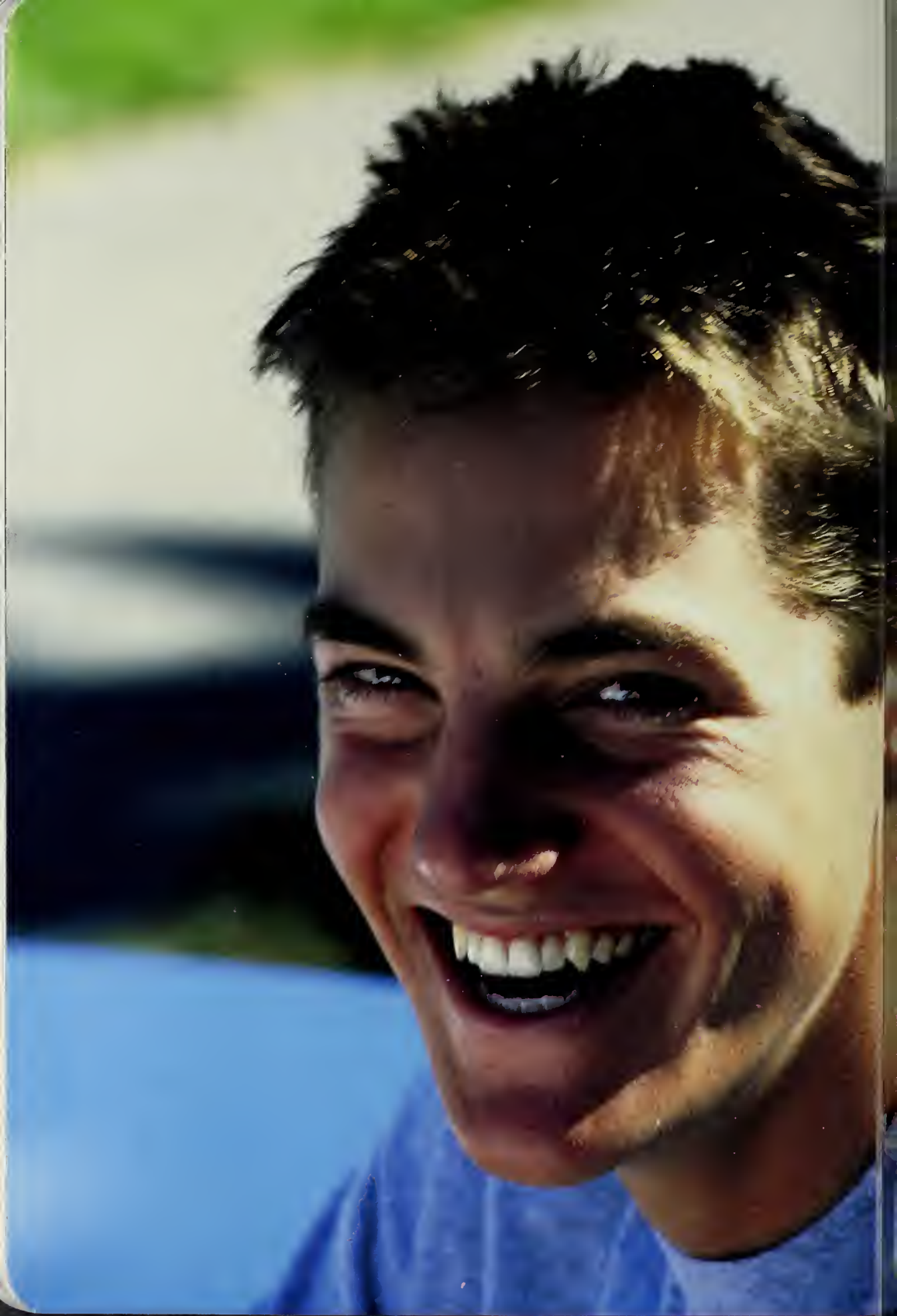


"I found out about Andover when my old high school played Andover's baseball team. I knew if I was going to do a postgraduate year that this was the place I wanted to come to. Not only would I be receiving a great education, but I would have a chance to be immersed in a winning tradition at a prestigious school."

—Denys Levin '05, South Natick, Mass.









Notes on Andover:



Notes on Andover:



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CATALOG CREDITS:

Concept development:

Jane Fried, Nina Scott,
Ellen Hardy,
Ruth Quattlebaum,
Jennifer McCleery,
Theresa Pease

Project writer: Nina Scott

Project managers: Ellen Hardy,
Linda Capodilupo

Art direction and design:

Ellen Hardy

Editors: Jane Fried,

Vivien Mallick, Deborah Murphy

Editorial consultant:

Theresa Pease

Production assistance:

Linda Capodilupo

Timeline writers: Jennifer

McCleery, Ruth Quattlebaum

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7/06



CALENDAR 2006-2007

FALL TERM

Sept. 5, Tues.
 Sept. 9, Sat.
 Sept. 10, Sun.
 Sept. 12, Tues.
 Oct. 2, Mon.
 Oct. 20, Fri.
 Oct. 27-29, Fri.-Sun.
 Oct. 30, Mon.
 Nov. 11, Sat.
 Nov. 17, Fri.
 Nov. 27, Mon.
 Dec. 5, Tues.
 Dec. 12, Tues.

Faculty returns
 New students arrive and register
 Returning students arrive and register
 Classes begin
 Yom Kippur (no classes)
 Midterm academic review
 Parents' Weekend (all parents)
 College Visiting Day (no classes)
 Andover-Exeter athletic contests
 Thanksgiving vacation begins, 5:35 p.m.
 Thanksgiving vacation ends, 8 p.m.
 Classes end, 1 p.m.
 Winter vacation begins, noon

WINTER TERM

Jan. 3, Wed.
 Jan. 15, Mon.
 Feb. 2, Fri.
 Feb. 12, Mon.
 Feb. 24, Sat.
 March 6, Tues.
 March 10, Sat.

Winter vacation ends, 8 p.m.
 Martin Luther King Jr. Day (special schedule)
 Midterm academic review
 Midwinter holiday (no classes)
 Andover-Exeter athletic contests
 Classes end
 Spring vacation begins, noon

SPRING TERM

March 26, Mon.
 April 16, Mon.
 April 27, Fri.
 May 12, Sat.
 May 25, Fri.
 May 26, Sat.
 May 31, Thurs.
 June 3, Sun.

Spring vacation ends, 8 p.m.
 College Visiting Day (no classes)
 Midterm academic review
 Grandparents' Day
 Classes end, 5:35 p.m.
 Andover-Exeter athletic contests
 Senior Prom
 Commencement

Six-day weeks include Saturday classes on September 30, March 31, April 21, and May 12.





- | | | | |
|-----|--|-----|--|
| 2 | Abbot Hall, A3 | 120 | Newman House* [FLG], F6 |
| 3 | Adams Hall* [WQS], F7 | 121 | Newton-Hinman House, G4 |
| 4 | Addison Gallery of American Art, D3 | 98 | 1924 House, G2 |
| 82 | Admission Office [Shuman Admission Center], F5 | 95 | Oliver Wendell Holmes Library, E4 |
| 5 | Alumni House* [ABB], B3 | 123 | Park House, C4 |
| 6 | America House* [ABB], B2 | 135 | Paul Revere Hall* [FLG], G4 |
| 8 | Andover Cottage* [WQN], C6 | 126 | Pearson Hall [Classics], F4 |
| 9 | Andover Inn, D3 | 127 | Pease House* [WQN], D5 |
| 13 | Bancroft Hall* [WQN], D6 | 128 | Pemberton Cottage* [WQN], C6 |
| 19 | Bardet Hall* [FLG], F4 | 129 | Phelps House, D5 |
| 22 | Benner House [Art], G4 | 133 | Phillips Hall, C4 |
| 63 | Bertha Bailey House* [ABB], A2 | 84 | Power Plant, A3 |
| 23 | Bishop Hall* [WQN], E6 | 11 | Robert S. Peabody Museum of Archaeology, C4 |
| 24 | Blanchard House* [WQS], F8 | 137 | Rockwell House North* [WQN] and South* [WQS], D7 |
| 7B | Borden, Memorial and Abbot Gymnasiums, G6 | 143 | Samaritan House* [ABB], B3 |
| 25 | Bulfinch Hall [English], G5 | 131 | Samuel Phillips Hall [History and World Languages], F3 |
| 26 | Burr House* [FLG], H3 | 146 | Smith House* [FLG], H4 |
| 175 | Carriage House* [ABB], A4 | 150 | Alfred E. Stearns House* [ABB], D2 |
| 28 | Carter House* [ABB], B3 | 151 | Abbot Stevens House* [PKN], E3 |
| 29 | Case Memorial Cage, H6 | 152 | Henry L. Sumson House* [PKN], F3 |
| 36 | Churchill House, E6 | 160 | Stowe House* [ABB], C2 |
| 66 | Claude M. Fuess House* [PKN], F2 | 149 | Sumner Smith Hockey Rink, H6 |
| 37 | Clement House* [ABB], B3 | 165 | Taylor Hall* [WQS], E8 |
| 38 | Cochran Chapel, C3 | 166 | Thompson House* [WQS], F9 |
| 40 | Commons [Dining Hall], G4 | 168 | Tucker House* [WQS], F8 |
| 42 | Cooley House, G6 | 21 | Alice Whitney House* [ABB], B2 |
| 47 | Day Hall* [FLG], F4 | | |
| 48 | Double Brick House* [ABB], C3 | | |
| 49 | Draper Cottage [ABB], A3 | | |
| 50 | Draper Hall, A2 | | |
| 53 | Eaton Cottage* [WQN], C6 | | |
| 161 | Elbridge Stuart House* [PKN], G2 | | |
| 12 | Elson Art Center, D3 | | |
| 55 | Gelb Science Center [Science], G3 | | |
| 60 | Flagg House* [ABB], A2 | | |
| 62 | Foxcroft Hall* [FLG], E3 | | |
| 64 | French House* [ABB], C3 | | |
| 169 | George Washington Hall, E3 | | |
| 72 | Graham House [Psychology], C3 | | |
| 73 | Graves Hall [Music], B3 | | |
| 140 | Hearsey House* [FLG], I4 | | |
| 189 | Isham Dormitory* [WQN], C7 | | |
| 99 | Isham Health Center, D7 | | |
| 101 | Johnson Hall* [WQS], E8 | | |
| 104 | Log Cabin, G2 | | |
| 111 | McKeen Hall, A2 | | |
| 112 | Memorial Bell Tower, F6 | | |
| 116 | Morse Hall [Mathematics], G3 | | |
| 117 | Morton House* [ABB], A2 | | |
| 162 | Moses Stuart House, F7 | | |
| 80 | Nathan Hale House* [PKN], E2 | | |
- *Dormitory*
- ABB—Abbot Cluster
FLG—Flagstaff Cluster
PKN—Pine Knoll Cluster
WQN—West Quad North Cluster
WQS—West Quad South Cluster
- Areas of Interest*
- A. Abbot Circle, A2-3
B. Armillary Sphere, E5
C. Chapel Cemetery, F3
D. Dormitories around
E. The Grove, A3
F. Memorial Place, G5
G. Merrill Memorial Gateway (Abbot Gates), A2
H. Moncrieff Cochran Sanctuary, E2-G2
I. Old Main Campus, B4
J. West Quadrangle dormitories, E7
- Playing Fields and Tennis Courts*
- K. Brothers Field, I7
L. Field House Courts, I8
M. Isham Field, D8
N. Phelps Park, H5
O. Phelps Stadium, Hockey Rinks, I6
P. Rafferty Field, H2
Q. Rockwell Tennis Courts, D6

Walking Tour Points of Interest

The Phillips Academy Campus

The number or letter preceding the name of each building or area below corresponds to the *alphabetical* list that appears to the right of the campus map (on reverse).

Phillips Academy is an independent, coeducational residential secondary school. Founded in 1778, during the Revolutionary War, it was the first boarding school in the nation to be incorporated (1780). It has been coeducational since 1973, when it merged with adjacent Abbot Academy, at that time the oldest chartered girls' boarding school in New England (1828).

The original academy was housed in an old carpenter's shop "fitted up temporarily for school purposes." Today the Andover campus encompasses 450 acres and 150 buildings, including faculty homes. It represents a blend of architectural styles—colonial, Federal, neo-Georgian and modern—spanning the 223 years of the school's existence.

The acquisition of extensive property in the early 20th century and the generosity and vision of an alumnus several decades later gave shape to the modern campus. In 1907, the Andover Theological Seminary, established in 1808, moved to Cambridge, Mass. Phillips Academy, whose campus lay almost directly across Main Street, bought the seminary buildings, situated on Andover Hill. They included the present Foxcroft, Pearson and Bartlet halls. Today Andover Hill remains the focal point of the campus.

In the late '20s and early '30s, Andover trustee Thomas Cochran, a member of the Class of 1890, embarked on a major building and reshuffling program. For several years it was not unusual to see entire buildings rolling by on their way to new locations. His ideal was to create a harmonious and ordered design for the central campus, with its Great Quadrangle anchored by Samuel Phillips Hall, the lawn in front of the quadrangle bounded on the south by the Memorial Bell Tower and on the north by the Cochran Chapel, and the vista aligned with Samuel Phillips Hall to create a central axis.

9. **The Andover Inn** (built 1930, architect Charles A. Platt, gift of Thomas Cochran, Class of 1890, and two of his friends).

D. **Dormitories around Rabbit Pond.** These dormitories, Stimson House, Elbridge Stuart House, Fuess House and Nathan Hale House, were built between 1958-66 (Benjamin Thompson, architect, the Architects Collaborative).

H. **The Moncrieff Cochran Sanctuary.** Thomas Cochran purchased and gave this tract of land to the school in 1929, stating his intentions in a letter: "It would be my ideal to make this whole 125 acres a natural piece of ground intersected by paths and adorned by ponds and trees, etc. It would chiefly be a place for the boys to roam through and be inhabited by birds and trees and wild flowers." The sanctuary is named for Cochran's brother, Moncrieff, Class of 1900. A leisurely walk in this area is well worthwhile.

C. **Chapel Cemetery.** This land was deeded to the trustees of the Andover Theological Seminary in 1820 and was conveyed in 1908 to the trustees of Phillips Academy. Harriet Beecher Stowe, author of *Uncle Tom's Cabin*, who was married to a seminary professor, is buried here.

55. **Gelb Science Center.** Named for lead donor Richard L. Gelb, former chairman of Bristol-Myers Squibb and a 1941 Andover graduate, the Gelb Science Center opened in January 2004. Boston architects Kallmann, McKinnell and Wood worked closely with the science faculty to create a building that would encourage students to learn science by doing science. The design features flexible laboratory, classroom and conference areas and state-of-the-art technology on three 16,000-square-foot floors, with ample space dedicated to faculty-student collaboration. While focusing on innovative technology and environmental sensitivity, the structure was painstakingly fashioned to complement the Georgian revival look of the campus, with its traditional use of red brick, granite and glass.

116. **Samuel F.B. Morse Hall** (built 1928, Guy Lowell, architect, the gift of Alfred I. duPont, Class of 1882, and others). The hall was named for the inventor of the telegraph and the Morse Code, who was an 1806 graduate of the school. It houses the mathematics department.

126. **Pearson Hall** (built 1817), named for Eliphalet Pearson, the academy's first principal (1778-86), was originally part of the Andover Theological Seminary. From 1819 until it was acquired by Phillips Academy in 1908, the building was the center of seminary life, containing Bartlet Chapel, the library and classrooms. In 1922 it was moved to its present site, and a Victorian tower added in 1875 was removed to restore its authentic Bulfinch exterior. It now houses the classics department.

131. **Samuel Phillips Hall** (built 1924, Guy Lowell, academy architect, 1903-27). Named for the school's founder, this central classroom building was given by more than 2,500 alumni to replace the deteriorating Academy Building that had been in use since 1866. It houses the modern language and history departments. To create the vista that extends to the southwestern end of the school grounds, Cochran, in 1928, moved two brick dormitories and a faculty residence that obstructed the view.

19. **Bartlet Hall** (built 1820, a gift to the seminary from William Bartlet) was gutted by fire in 1914, then restored. Its fourth story, along with that of neighboring Foxcroft Hall, was removed in 1929 to make the two harmonious with surrounding buildings in the Great Quadrangle.

95. **Oliver Wendell Holmes Library** (built 1929, Charles A. Platt, architect, gift of Thomas Cochran). The library is named for an 1825 graduate, doctor, poet and father of Supreme Court Justice Oliver Wendell Holmes Jr. With more than 120,000 volumes, it is the largest secondary school library in the country. Renovated and expanded in 1987, it also houses a computer center. In front of the library is the Elm Arch, whose first trees were planted by Squire Samuel Farrar, Phillips Academy treasurer and a founding trustee of Abbot Academy.

B. **The Armillary Sphere**, designed and cast in 1928 by Paul Mauship, is a sundial fabricated in the form of a skeletal celestial dome, with metal hoops representing the equator, ecliptic tropics and Arctic and Antarctic circles. Originally placed in front of Samuel Phillips Hall, it was moved in 1931 by Thomas Cochran, its donor.

47. **Day Hall** (built 1911, designed by Guy Lowell, and named for its donor, Melville C. Day) is a dormitory. See J, West Quadrangle, for further information.

40. **Commons** (built 1930, Charles A. Platt, architect, gift of Nathaniel Stevens, Class of 1876; Alfred Ripley, Class of 1873; and Thomas Cochran, Class of 1890) contains one small and four large dining halls, all named for men important in the annals of the academy.

25. **Bulfinch Hall** (built 1818) is a brick structure built to replace a wooden structure that burned to the ground in 1818. Charles Bulfinch, though not the architect, was certainly the influence behind the design. The building was gutted by fire in 1896 while being used as a gymnasium. In 1901, with the construction of the Borden Gym, it was transformed into a dining hall. In 1937 the structure was again renovated to become the headquarters of the English department.

82. **The Shuman Admission Center**, seen as the academy's "welcome gate" for new families and prospective students, was completed in 2000 through a gift from trustee Stanley S. Shuman, Class of 1952. The project included 8,000 square feet of new construction plus the refurbishment of an antique wing known as Hardy House. Owing to 1804-05, Hardy House was the third building erected for Phillips Academy and is the oldest to survive. Named for Alpheus Hardy, president of the board of trustees from 1879-84, it was the home of Dr. Eliphalet Pearson, the academy's first principal. It was occupied by principal John Adonis, with his wife and 10 children, from 1810-33, and since 1973 has housed the admission office.

F. **Memorial Place**, built and dedicated in 1995, honors alumni who died in the Korean and Vietnam wars. The monument, proposed by former trustee Richard Phelps '46, was funded by his gift and that of alumni contributors including the Class of 1993.

78. **The Memorial Gymnasium** (built 1952) was constructed in memory of alumni who had been killed in World War II. Attached to it on the east is the earlier Borden Gym (built 1901, gift of Matthew Borden, Class of 1860, and others) and the Abbot Wing, built in 1979.

112. **The Memorial Bell Tower** (built 1923, gift of Samuel Fuller, Class of 1891) was constructed in memory of Phillips Academy graduates who lost their lives in World War I and of those descendants of the Rev. Samuel Fuller, O.D., first rector of Christ Church, Andover, who had been members of the academy.

120. **Newman House** (built 1811 by Deacon Mark Newman). Newman was principal from 1795-1810, later clerk of the PA trustees and president of the trustees of Abbot Academy from its founding in 1828 until 1843. The next occupant, Professor James Murdock, had young Oliver Wendell Holmes as a boarder in 1824. During the Civil War, Professor Emerson of the seminary harbored here fugitive slaves escaping by the "underground railroad" to Canada.

162. **Moses Stuart House** (built 1812) was given to the seminary by William Bartlet. A faculty home, it is named for its first resident, a noted Hebrew scholar and a prominent figure at the seminary.

J. **West Quadrangle's dormitories** (built 1911-13), designed by Guy Lowell and given by Melville C. Day, Class of 1858, housed over 170 students, or one-quarter of the student body. They represented a significant step forward in the academy's commitment, begun with the construction of the English and Latin Commons, to provide housing for all its students.

36. **Churchill House** (built 1885) is also a faculty home and dormitory. Formerly located at the northwest corner of Main and Phillips streets as a professor's residence, it was moved in 1900 to make space for the archaeology building. It was named for Professor John Wesley Churchill, a great master of elocution who taught at the seminary, Phillips Academy, Abbot Academy and Harvard Divinity School.

127. **Pease House** (built 1814) was first a residence for seminary professors. It was occupied by Leonard Woods, one of the founders of the Andover Theological Seminary, and later by Professor Theodore Pease, who died in 1893, the year he came to the seminary. It is now a faculty home and a dormitory.

129. **Phelps House** (built 1809) was given to the seminary by William Bartlet, a merchant of Newburyport, as a residence for Dr. Ebenezer Porter, the first president of the seminary. It was later the home of seminary professor Austin Phelps. Since 1934, it has been the home of Phillips Academy's head of school. It was renovated in 1995.

11. **The Robert S. Peabody Museum of Archaeology** (built 1901, gift of Robert Singleton Peabody) was placed on the site of the old carpentry shop that became the first school building. In 1901, Peabody gave the academy his collection of over 40,000 archaeological specimens, this building in which to house them, and an endowment to assure their proper care.

123. **Park House** (construction date unknown) was the home for many years of Edwards A. Park, professor at the Andover Theological Seminary and one of the last exponents of Calvinist Orthodoxy in New England. It is now a faculty residence.

48. **Double Brick House** (built 1829) was constructed as the home of the music master. The dwelling for many years of Samuel M. Taylor, principal from 1837-71, and later of Dr. Cecil Bancroft, headmaster from 1873-1901, it is now a faculty residence and dormitory.

133. **Phillips Hall** (built 1885) was first a meeting place for trustees and later used as offices by Headmaster Bancroft. Today it houses the Office of Public Safety.

73. **Graves Hall** (first section built 1882, then completed 1892). Named for William B. Graves, head of the science department from 1866-99 and the first Peabody Professor, it served as the science building until the construction of Samuel F.B. Morse Hall in 1928. Now headquarters for the music department, it was renovated in 1983.

I. **Old Main Campus.** On the western side are two former fraternity houses, now used as faculty residences. Toward Phillips Street is the site of the old Latin Commons; toward the power plant is the site of the old English Commons. These Commons were the first dormitories, built by the academy in 1834 and 1836 respectively. They consisted of box-like shingled structures with no conveniences, each with room for 12 boys. Scholarship boys were the principal occupants, while other students boarded in town in houses licensed by the academy. The Commons had little or no supervision, but established the principle that the academy should provide housing for its students. By 1906 both Commons had been torn down or removed.

143. **Samaritan House** (built 1824) was moved to its present location to make way for Cochran Chapel in 1929. Originally an infirmary for seminary students, it was later the residence of principals Cecil F.P. Bancroft (1873-1901) and Alfred E. Stearns (1902-33). Now it is a faculty residence and dormitory.

6. **America House** (built 1825) was originally a boarding house. In the lower room at the right of the porch, Samuel F. Smith, a student at the Andover Theological Seminary, wrote "My Country, 'tis of Thee" in 1832. It has been used as a dormitory by Phillips Academy since 1919.

117. **Morton House** serves as a faculty residence and dormitory. Given to Abbot by Judge Marcus Morton, trustee (1896-1939) in the late 19th century, it was not used by the school until 1950, when it served as faculty apartments and then as the business office until 1973.

A. **Abbot Circle.** Abbot Academy was named after Madame Sarah Abbot of Andover, who donated the original funds to build the first building. The Abbot name and tradition continue at Andover through the Abbot Academy Fund, established after the merger to promote education with "special attention from time to time to the goals of the education of female youth." Like Phillips Academy, Abbot had a clearly defined center of campus, the Abbot Circle, formed by Draper Hall with Abbot Hall and McKeen Hall on either side. Ceremonies, commencement processions, winding of the May pole, Phillips serenades and the Centennial in 1929 all took place on the Abbot Circle.

2. **Abbot Hall** (built 1829). In 1888, three alumnae donated funds to move it to its present location. In 1906 the Esther Gallery was added to the building and renovations included a chapel and science laboratories. Vacant for several years, the building was renovated as the home of the Brace Center for Gender Studies and the Office of Communications in 1997. It also houses a lecture hall, the Maud Morgan Visiting Artist's Studio and an apartment for the Elson Artist-in-Residence.

50. **Draper Hall** (built 1890), designed by the Boston firm of Hattwell & Richardson in the Romanesque Revival style, has served as a dormitory, dining hall, infirmary and library. It was renovated into 12 faculty apartments and offices in 1996-97.

111. **McKeen Hall.** A \$200 contribution from Abbot Academy students in 1892 began the fund raising to build a new classroom building. Twelve years later, McKeen Memorial Hall, named in honor of Philena McKeen, principal of Abbot Academy (1859-1891), was built. Oavis Hall, on the first floor, was financed by trustee George C. Davis of North Andover. It served as an assembly and concert hall as well as a gymnasium. The building was renovated in 1989 and now houses the Office of Academy Resources and The Children's Place, a child care center.

E. **The Grove**, which also includes the Maple Walk, is a wooded area behind the old Abbot campus where girls could seek quiet and seclusion for contemplation. Formerly there were paths, benches and a Garden of Remembrance in the Grove, which was also known as Temperance Woods, because the Women's Christian Temperance Union held outings there in the 1870s.

38. **Cochran Chapel** (built 1932, Charles A. Platt, architect, given by Thomas Cochran in memory of his parents) is a superb example of neo-Georgian architecture. Religious services, musical performances and other school programs are held here. In 1998 it underwent a substantial renovation, thanks to a gift from David M. Underwood, Class of 1954. The addition of a new balcony enables the entire student body to gather under one roof.

72. **Graham House** (foundation laid 1915 and building completed a few years later) was formerly one of eight secret social organizations known as "campus societies." In 1950, Headmaster John M. Kenner persuaded the societies to disband and turn the buildings over to the academy. Graham House, named for science teacher James Chandlee Graham (1892-1937), is now a center for counseling.

160. **Stowe House** (built 1828) was originally the place where theological students took their exercise; making coffins! In 1852, Harriet Beecher Stowe had it remodeled as a residence for herself and her husband, Professor Calvin E. Stowe of the Andover Theological Seminary. Later a large wooden west wing was added, and the house became the Phillips Inn. When it was replaced by the Andover Inn in 1930, the wing was demolished, and the house was moved to Bartlet Street, where it is now a faculty residence and dormitory.

4. **Addison Gallery of American Art** (built 1930, Charles A. Platt, architect, gift of Thomas Cochran). The gallery's total collection encompasses 12,000 works of painting, sculpture and photography. Its collection of paintings represents some of the best in American art, including works by Winslow Homer, Edward Hopper and Thomas Eakins.

12. **Elson Art Center** (built 1962, Benjamin Thompson, architect, the Architects Collaborative; redesigned 1995, Robert A. Brown, architect, Childs Benmatt Tseckares Inc.) adjoins the Addison Gallery, Kenner Auditorium and Underwood Room and includes studios and workshops for all visual art courses except ceramics, plus audiovisual facilities.

62. **Foxcroft Hall** (built 1808) is the oldest school building. A gift to the seminary from Phoebe Foxcroft Phillips, wife of the founder, and her son John, it was originally called Phillips Hall. Its name was changed to Foxcroft upon completion of Samuel Phillips Hall.

169. **George Washington Hall** (built 1926, Charles A. Platt, architect, gift of Thomas Cochran) is the main administration building, which contains the office of the head of school, other administrative offices, and two theaters, among other amenities. Its name commemorates a visit Washington paid to Andover in his tour of the Eastern states in 1789. He was sufficiently impressed with the school to send one nephew and eight grandnephews to Phillips Academy.

Credits list: Produced by The Office of Communications in conjunction with the Admission Office. Illustrated by Wade Zaharen. Design by Ellen Hardy. Printing by LaVigne, Inc. 8/05



CANDIDATE'S NAME

Last

First

Middle

1

Candidate Statement

The Candidate Statement, which is Part One of the application process, is found online, in the back of the catalog, and in the final application packet. We encourage you to submit the Candidate Statement, Part One of the Application, and the \$40 application fee (\$60 for international students) at your earliest convenience in order to initiate the application process.

Name _____ Prefer to be called _____

Last First Middle

Address				
No.	Street			Apt. No.
City/Town	State	Country	Zip/Postal Code	

Home Telephone () _____ Gender ☐ M ☐ F Height _____ ft. _____ in. Weight _____ lbs.
(optional) (optional)

Preferred E-mail _____ We will use this e-mail address for official correspondence.

Date of Birth _____ / _____ / _____ Place of Birth _____ Native Language _____
Month Day Year City/State/Country

U.S. Citizen? ☐ Yes ☐ No Social Security No. _____

U.S. Permanent Resident? ☐ Yes ☐ No Alien Reg. No. _____

If No, Citizen of _____ Visa Status _____
Country

Name of Present School _____ Years Attended _____

School Address					
No.	Street	City	State	Country	Zip/Postal Code

Present school ends after grade ____ Type of School: ☐ Public ☐ Private ☐ Parochial ☐ Home-school ☐ Boarding ☐ Day

List the names and addresses of any other schools you have attended since sixth grade:

Applying for entrance in September of: ☐ 2007 ☐ 2008 Current grade in school: ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Applying for Grade: ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ Postgraduate Residential Status: ☐ Boarding ☐ Day

If you are applying as a **day student**, you must reside in one of the following communities. **In Massachusetts:** Andover, Boxford, Bradford, Dracut, Georgetown, Groveland, Haverhill, Lawrence, Lowell, Lynnfield, Methuen, Middleton, North Andover, North Reading, Reading, Tewksbury, Wilmington; **In New Hampshire:** Atkinson, Pelham, Plaistow, Salem.

Have you applied to Phillips Academy before? ☐ No ☐ Yes If yes, when? _____

Have you ever attended Phillips Academy Summer Session? ☐ No ☐ Yes If yes, when? _____

Do you have a sibling applying to Phillips Academy this year? ☐ No ☐ Yes If yes, name: _____

Father's Name _____
 Last First Middle Father's Occupation

Mother's Name _____
 Last First Middle Mother's Occupation

Parents are: ☐ Married ☐ Single ☐ Separated ☐ Divorced ☐ Widowed

For mailing purposes, please indicate with whom the applicant resides: ☐ Both Parents ☐ Mother ☐ Father ☐ Other

Names of your siblings, if any (including all, attach separate page if necessary):

Last	First	Middle	Age	Current School
Last	First	Middle	Age	Current School
Last	First	Middle	Age	Current School

Alumni Information

Names of relatives, if any, now or previously at Phillips Academy or Abbot Academy (including all, attach separate page if necessary):

Last	First	Middle	Relationship to you	Class
Last	First	Middle	Relationship to you	Class
Last	First	Middle	Relationship to you	Class

Has any member of your family attended boarding school *other* than Phillips Academy or Abbot Academy? ☐ Yes ☐ No
Relationship to you: _____ Which school? _____ When? _____

Background Information (optional)

Phillips Academy is a residential school that seeks students of character and intelligence from diverse ethnic, racial, socioeconomic, and geographic backgrounds.

- ☐ African American, Black
- ☐ Asian American, Asian, Pacific Islander
- ☐ European American, Anglo, Caucasian
- ☐ Hispanic American, Latino/a, Chicano/a
- ☐ Native American, American Indian (tribal affiliation _____)
- ☐ Biracial, multiracial, please specify _____
- ☐ Other, please specify _____

Standardized Testing Information

Applicants for grades 9, 10, and 11 must submit either the SSAT or ISEE.

Test Taken: ☐ SSAT ☐ ISEE Test Date: _____ / _____ / _____
Month Day Year

Twelfth and Postgraduate applicants must submit either the PSAT, SAT-I or ACT.

Test Taken: ☐ PSAT ☐ SAT-I ☐ ACT Test Date: _____ / _____ / _____
Month Day Year

It is recommended that applicants for whom English is not the primary language also submit the TOEFL.

Test Date: _____ / _____ / _____
Month Day Year

Name of Interviewer: _____ Interview Date: _____ / _____ / _____
Month Day Year

SHADED SECTION TO BE COMPLETED BY PARENT/GUARDIAN ONLY

Priority will be given to day student candidates who complete the application procedures by January 15 and to boarding candidates who complete the application procedures by February 1. A decision from the admission committee will be mailed on March 10. The possibility of admission is considerably lessened for all applicants who complete the process after the stated deadline, and decisions for this group will not be rendered before May 1.

PARENTS MUST CHECK ONE OF THE BOXES BELOW to indicate whether or not they intend to apply for financial aid. All applicants are mailed financial aid forms as part of the application materials.

Will the applicant be a candidate for financial aid? ☐ No ☐ Yes

In consideration of the undertaking by the Admission Office of Phillips Academy to process the undersigned candidate's Final Application and related forms, the undersigned agree that the information furnished on the Final Application forms, together with all information and materials of any kind received by the Admission Office from any source, or prepared by anyone at its request, shall be completely confidential and shall not be disclosed to anyone, including the candidate and his/her family, except that the Dean of Admission may, for official purposes at her discretion, disclose any part or all thereof to such person or persons as she deems advisable.

Candidate's Signature _____ Date _____
Mother's Signature _____ Date _____
Father's Signature _____ Date _____

The required non-refundable \$40 application fee (\$60 for international students) should accompany this form.
Checks may be made payable to *Trustees of Phillips Academy*.

Admission Office
Phillips Academy
180 Main Street
Andover MA 01810-4161

Remember to:

*Enclose application fee
and obtain parent/guardian signature*



180 Main Street, Andover, Massachusetts 01810-4161

978-749-4050

www.andover.edu

Andover

Course of Study 2006–2007



*Phillips Academy
Andover, Massachusetts*

PLEASE NOTE: *The information that follows is accurate as the Course of Study goes to press. Phillips Academy reserves the right to make changes subsequent to the date of publication. All such changes will be reflected in the online version of the Course of Study, available at the Phillips Academy Web site: www.andover.edu/academics/home.htm (and then click "Course of Study"). For the latest, most accurate information, please consult this online version.*

Andover

Course of Study 2006–2007

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Course of Study

GENERAL INFORMATION

The Educational Program

Phillips Academy's educational program comprises academic, athletic, and community dimensions. The *Blue Book* describes for students and their parents the opportunities, requirements, responsibilities, and expectations associated with these different elements. The *Course of Study* focuses on the academic program.

The Academic Curriculum

The curriculum of Phillips Academy comprises a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the interests of the individual student. Instruction is given in all subjects usually required for entrance to higher learning institutions.

The diploma requirements, chosen by and voted on by the entire faculty as essential elements of the academic program, are designed to ensure that Phillips Academy graduates successfully complete a course of study in a broad range of disciplines and skills which, in the judgment of the faculty, provides the appropriate foundation for a liberal education. The requirements are further specified as to skill level and content by the academic divisions and departments, with the oversight of the Academic Council. Certain requirements vary in keeping with the length of time a student attends the Academy.

Classroom groups are small enough to permit individual attention, and students are placed in sections fitted to their skill levels. Accelerated sequences and advanced courses offer particularly able and well-prepared students opportunity to progress at a rate commensurate with their ability and ambition. Most departments offer courses beyond the level of preparation for college.

Topics, texts, and materials may occasionally not win the full approval of all students or parents. However, they will be selected carefully and thoughtfully within our academic departments, then presented and considered in managed contexts. Parental review of materials will not be an acceptable reason for section shifts or for placement in our required courses.

The Trimester Plan

The academic year is separated into three trimesters. There are two types of weekly class schedules: one during which classes meet only Monday through Friday, and the other during which classes also meet on Saturday morning. Within a given week, classes are scheduled to meet according to varying patterns. Many departments offer yearlong courses as well as those that are term-contained (completed in one trimester). The diploma requirements are stated in terms of full-year courses or trimester courses, depending on the academic area involved.

Placement of Newly Admitted Students

Students entering for their first year are sent placement material, including some forms for present teachers to complete and a self-administered diagnostic test in elementary algebra. These items are used by the Academy to aid in proper placement or recommendation of course levels. New students are also asked to complete to the best of their ability a course selection form indicating the courses they wish to take during the coming year. Although the placement material may alter somewhat a student's preliminary selections, it is helpful, for planning purposes, to know the levels each student thinks he or she is ready to enter.

Placement in the level of a subject may be independent of a student's grade-level in school; through advanced placement at entrance or by taking accelerated courses, many students fulfill requirements early, thereby gaining increased opportunity for college-level or other elective courses.

For full membership in a given grade, students should have credit for the work of the previous grade or its equivalent. However, students are rated as members of a given grade if their deficiencies for full membership in it do not exceed a certain number of trimester courses.

Grade-levels at Andover have unusual names: ninth graders are called *Juniors*, 10th graders are called *Lower Middlers* or *Lowers*, 11th graders are called *Upper Middlers* or *Uppers*, and 12th graders and postgraduates are *Seniors*.

International Students

Phillips Academy recognizes that international students who are here for only one year may face unique transitional issues because of their relatively short tenure at the school. The Academy therefore provides some initial specialized courses in English and U.S. history in which language proficiency is less necessary. (See the introductory paragraphs for the English and history sections of this book.) However, all students at Phillips Academy, including international students, are expected to perform competently in the school's basic curriculum.

Advising

Each student has an advisor. This faculty member is expected to guide the student in shaping a well-thought-out, long-term academic program that will incorporate both breadth and depth. In planning a program of studies, the student's needs and aspirations, insofar as they can be identified, are carefully considered, as is the necessity of meeting diploma requirements. The student's needs may include college and career plans, strengths and weaknesses revealed by previous performance and aptitude tests, and character and personal development.

The advisor meets with the new student during the orientation prior to the beginning of classes in September to review and approve the course selections the student has made during the spring or summer. Subsequently the student meets biweekly with his or her advisor to establish a personal relationship and to ensure that issues that arise concerning the student's academic program are addressed promptly. Midway through each term the student and the advisor together make or confirm course selections for the upcoming term and review long-range plans.

From time to time during the academic year the advisor (for day students) or the house counselor (for boarders) will report to parents concerning the student's growth and progress. Late in the spring, students in the three lower classes (*Juniors*, *Lowers*, and *Uppers*) and their respective advisors will prepare course selections for the coming year; a copy of these selections will be mailed to parents in June. The advisor will welcome any information and suggestions parents may wish to offer.

Workload

Phillips Academy's academic program is based upon the premise that students are capable of studying independently, responsibly, and with self-direction.

Students are normally expected to carry five courses each term. Uppers or Seniors who face an unusually demanding term occasionally are advised to cut back to four courses, provided at least three of these are advanced. Over the span of their last two years, students are required to complete at least 27 trimester units.

Programs containing more than five courses require the approval of the Advising Council, a group of senior advisors that meets regularly to advise the dean of studies.

No student may take more than two courses per term in one department. A student who wishes to take two courses in a single department must take a five-course load, with the following exceptions: two math courses when one—and only one—is a computer course; two art courses when one is art history; two music courses when one—and only one—is performance-based. Students who, in the spring term of their Senior year, wish to take two courses in one department may do so as part of a four-course load. Taking three courses in a single department is not permitted.

In most courses, especially those taken to meet diploma requirements, class time and homework together can be expected to require a total of about nine hours per week. Certain upper-level elective courses, as noted in their descriptions, may require more than the standard four to five hours of homework per week.

Academic Assistance

Students in need of academic assistance should first seek help from their classroom teachers. Additional help is available at the Academic Support Center (ASC), where students can sign up for peer tutors or work with an adult on study, time management, and organizational skills. Other sources for academic support on campus include the Math and Science Study Halls, the Writing Center, CAMD (Community and Multicultural Development Office), Writing Workshop, and language tutoring at the Language Learning Center (LLC).

Phillips Academy does not offer remedial courses, training in English as a Second Language (ESL), or tutoring by faculty members other than out-of-class help offered by teachers to students enrolled in their courses.

In compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, and, upon request, the Academy will provide accommodations that are reasonable and appropriate to students with properly documented disabilities. Students who wish to request such accommodations should contact the coordinator of services for students with disabilities for information concerning the Academy's procedures for documenting the disability and the need for accommodation(s). Please know that these procedures can take time and that immediate implementation of accommodations may not be possible.

Attendance

Regular attendance in class is an essential element of a Phillips Academy education. Students are expected to attend all academic classes. Instructors, if approached in advance, are permitted (but not required) to excuse students from a class meeting if the absence from that meeting will not add to weekend time. Only cluster deans may give permission to extend weekend time, and they may do so without consulting instructors.

Diploma Requirements

The basic diploma requirement is the satisfactory completion of a four-year secondary school program, of which at least three trimesters must be at Andover; the student must be in good standing (not on probation or under suspension) at the time of graduation. A student who has been dismissed is ineligible for a diploma unless readmitted.

Trimester credits required for the diploma are:

for entering Juniors	54
for entering Lowers	51
for entering Uppers	48
for entering Seniors	48

A student's required program includes nine trimester credits in English, nine in world languages, eight in mathematics, seven in history and social science, and six (two full-year courses) in laboratory science. Details about the manner in which these requirements are to be fulfilled can be found in the opening descriptions of the departments concerned.

In order to be eligible for a diploma, all students must satisfy the swimming requirement of the Department of Physical Education.

Certain diploma requirements vary with the class level at which the student enters Phillips Academy. Entering Juniors must earn two credits in art and two in music, and a half credit in theatre. Entering Juniors and Lowers must pass *Physical Education 100* and a one-trimester course offered by the Department of Philosophy and Religious Studies, usually in the Lower year. Entering Lowers must earn a total of three credits in art and music, with at least one in each area. Entering Uppers need pass only one trimester of either art or music at the Academy. Some modifications of the language requirement are made for entering Uppers and Seniors. Entering Seniors with no previous world language experience must pass a year in a world language. A Senior must earn a minimum of 12 graded trimester credits during the Senior year. Seniors must have passing trimester grades for all courses taken during their spring trimester. Independent Projects are counted as graded courses.

Academic Guidelines

In order to promote both breadth and depth in a student's academic program, the faculty has voted the following guidelines, which are in addition to the diploma requirements listed above. These represent what the faculty *strongly urges* students to do. The advisors recognize that there will always be some acceptable student programs that do not follow these guidelines.

All students, including Seniors, normally carry five courses each term, but students who take at least three courses designated *advanced* or *honors* courses may carry a four-course program. (See below.)

All Juniors and Lowers should take English, mathematics, and a world language every term.

By the end of Lower year, each four-year student should have taken some science.

All Uppers should take English all year.

In their Upper and Senior years, students should take a total of at least four trimesters of mathematics and science, with at least one trimester in each of these two areas.

All four-year students should take a year of science (a yearlong course or three terms) in addition to the two-year requirement.

All Seniors should take, during each term, a course in which they do some writing in the English language.

All one-year Seniors should take one term of art, music, or theatre.

All three- and four-year students will be advised to take more than the minimum diploma requirements in the arts (art, music, theatre, and dance).

Courses Designated as Advanced

The following have been designated advanced courses (see guidelines): *Art*: 400 level and above; *English*: 400 level and above; *World Language*: 400 level and above, and 195/0 courses taken after the diploma requirement has been fulfilled; *History*: 400 level and above; *Mathematics*: 510 and above; *Music*: 400 level and above; *RelPhil*: 400 level and above; *Sciences*: 500 level and above; *Theatre*: 510 and 520.

Accelerated Sequences

The Andover curriculum offers accelerated sequences in most academic departments. It provides special programs in the modern world languages, designed to cover four years' work in three, or five years' work in four. The programs are open, on invitation of the departments, to especially able and ambitious students.

Advanced Placement Courses

A large number of Phillips Academy students take College Board Advanced Placement Tests in May to establish advanced placement in college courses or credit toward the college degree. Advanced Placement examinations are offered in American History, Art History, Art Studio (2), Biology, Chemistry, Computer Science (A and AB), Economics (2), English Language and Literature, Environmental Science, European History, French Language and Literature, German, Government and Politics (2), Latin Vergil and Literature, Mathematics (AB and BC), Music Listening, Music Theory, Physics (C), Psychology, Spanish Language and Literature, and Statistics.

Six-Course Load Policy

Because of both the rigor of individual courses and the Academy's commitment to limiting class size, taking a sixth course, whether for credit or as an audit, is considered a privilege and not a right. A sixth course will be approved automatically at the start of the term *only if*: (a) the sixth course is *Music 150–190* or *Physical Education 100*, or (b) the student has earned an honors average in the previous term.

In all other instances, the Advising Council, chaired by the assistant dean of studies, will meet during the second week of classes to determine which students will be allowed to continue with six courses. No student with a grade of "3" or lower in a discipline in which s/he is continuing will be allowed to take a sixth course other than *Music 150–190* or *Physical Education 100*. No student with a grade of "3" or lower in any course the previous term will be allowed to take *Theatre 520* as a sixth course.

Approval of a six-course load, whether granted automatically or by the Advising Council, is conditional upon a satisfactory record at the midterm. Any student with a single "D" or lower at the midterm or a non-medical incomplete will be required to drop a course, returning to a standard five-course load. Students with one or more medical incompletes or a low "3" at the midterm will be allowed to continue with six courses only with the approval of the Advising Council. Thus, all students taking six courses must understand they may be asked to drop a course after midterm despite having done the work in that course for half of a term.

Independent Projects

A Senior whose academic record satisfies specified criteria may apply for the privilege of doing an Independent Project in lieu of a course. Being granted permission to do an Independent Project requires the availability of a faculty mentor to supervise the project; a favorable evaluation of the merits of the proposal; and final approval by the dean of studies and the registrar. At the conclusion of the project, the student receives a grade of Honors, Pass, or Fail.

Special Courses in World Languages

Special courses covering the work of two years in one are open to qualified Seniors in German, Greek, Latin, and Russian. These 100/150 or 195/0 courses are designed primarily for students of proven linguistic ability wishing to begin a second or third language in their Senior year, and therefore are not recommended for students of limited language ability. Entering Uppers or Seniors who do not place out of the language requirement must study a world language until they either fulfill the three-year requirement or graduate.

Course Enrollments and Cancellations

The school reserves the right to change advertised courses, to alter the dates on which they are offered, and to cancel, at any time up to the third day of classes, any advertised course in which enrollment is judged to be unacceptably small. Likewise, the school has the right to restrict enrollment in any course when sign-ups exceed the departmentally determined course capacity. Students who are enrolled in the first term of a continuing (1, 2, 3) course may have priority in subsequent terms.

Transferring and Dropping Courses

To transfer or drop a course, a student must first obtain a signed *Course Drop/Add Slip* from his or her advisor, then take it to the scheduling officer in George Washington Hall to complete the process. Section changes (same course, different time or teacher) and level changes (e.g. *Chemistry 300* to *Chemistry 250*) must be approved by the department chair. Requests for a change of teacher will not be considered unless informed by an appropriate period of experience (at least a term). In many cases the Academy's belief in the value of teacher-student continuity may override other considerations. No student may transfer into a class without an official transfer slip signed by the scheduling officer. Transfers into term-contained courses must take place during the first five calendar class days of the term. Advisors may approve the dropping of term-contained courses only during the first three weeks of class in a given term. Students wishing to drop a term-contained course after the end of the third week of class in a given term—or a yearlong or two-term (T2) course after the first five calendar days of the course—must ask the dean of studies for permission to petition and obtain the approval of a group of five: the student's counselor, advisor, the instructor, the department chair, and the dean of studies. Requests to petition must be made before the end of the second week following mid-term. No requests will be considered after this date. Credit for yearlong and T2 courses is granted, at the discretion of the department chair, only if the student is passing the course at the time it is dropped and only for that portion completed. Yearlong and T2 courses are considered to be long-term commitments. *Seniors may not drop yearlong or T2 courses for the spring term.*

Failing Trimester and Course Grades

Unless stated to the contrary in a department or course description, a student who receives a failing trimester grade has the option of making up the failure by passing an examination administered by the academic department involved.

The timing of any make-up examination is at the mutual convenience of the student and the department. However, any make-up for either of the first two trimesters of a yearlong course, or for the first trimester of a T2 course, or for the final trimester of a multiple-trimester (yearlong or T2) course for which the final course grade is passing, must be completed before the end of classes of the following trimester.

There is no time limit for the make-up of a failing course grade, either single-trimester or multiple-trimester, though a student may not be eligible to advance to the next course in a sequence until the failure is made up or the course is successfully repeated.

A Senior who has a failing spring trimester grade is not eligible for his or her diploma until the failure is made up, even if the course grade is passing. Such a make-up (whether by exam or other work) cannot be attempted until at least two weeks after graduation.

College Entrance Examination Board (CEEB) Test Dates

Tests will be held on campus in 2006–2007 as follows:

October 14	SAT and Subject Tests
November 4	SAT and Subject Tests
December 2	SAT and Subject Tests
January 27	SAT and Subject Tests
March 10	SAT only
May 5	SAT and Subject Tests
April 30–May 11	AP (Advanced Placement examinations)
June 2	SAT and Subject Tests

NOTE: Most students should plan to take the June 2 exams at test centers near their homes, not on campus.

Computer Center

A computer center, located in the lower level of the Oliver Wendell Holmes Library, is available for student use. It houses two computer classrooms and a third lab filled with an array of Macintosh and IBM-compatible computers. A wide range of software is available, and instruction in computer usage is provided.

Personal Computers

Though there is no expectation that they do so, students are permitted to bring personal computers to the school and keep them in dormitory rooms (providing the monitor may not also be used as a television receiver). However, Phillips Academy can assume no responsibility for the care, security, or maintenance of these student-owned units. Further information concerning personal computers is available, upon request, from the director of the computer center.

School Year Abroad

Students may elect to spend their Upper or Senior year studying in France, Spain, Italy, or China with School Year Abroad (SYA). Originated as an off-campus program by Andover, later joined as a sponsor by Phillips Exeter and St. Paul's School of Concord, N.H., SYA is now an independent program, both legally and financially. Students live with host families while pursuing a course of study under the supervision of teachers from SYA's associate schools in the United States. SYA provides students with courses that earn full academic credit at Andover and with the experience of immersion in a foreign culture. Students wishing to participate should consult their advisors or the dean of studies for guidance in the selection of courses for the years prior to and following the year abroad.

Summer Session

The Phillips Academy Summer Session is a five-week-long enrichment program for boys and girls of high school age. While summer session courses may reinforce and enrich a student's education, they do not earn Phillips Academy credit.

Planning a Program of Study at Andover

The following is designed to help Andover students and their parents understand the curriculum and to show the major decisions (and their consequences) that face students at each stage of the four-year academic program.

The Main Choices at Each Stage of a Four-Year Program

While a student's program of studies is adapted each year to his or her changing situation, the future consequences of each course should be noted, for certain choices in one year open the way to later options and may close the door on others.

JUNIOR YEAR

Each trimester a Junior must take six courses, one of which meets only three times per week. All will take *History 100*; about half the class will take *Art 200*, and the other half *Music 210* or *Music 220* (placed by the department). Those taking art will fulfill the music requirement by taking *Music 200* and one other term of music prior to graduation; those who take music will fulfill the art requirement by taking *Art 250* and an elective at the 300 level. Students may have their placement adjusted as a result of the placement exam or questionnaire sent to them in the spring.

In selecting courses, students are reminded to check the diploma requirements. A Junior's program should resemble the following outline.

- | | |
|-------------------|---|
| 1. Mathematics | enter the sequence by placement of the department |
| 2. World Language | enter the sequence by placement of the department, usually at the 100 level |
| 3. English | <i>English 100</i> |
| 4. History | <i>History 100</i> |
| 5. Arts | <i>Art 200</i> or <i>Music 210</i> |
| 6. Elective | usually a yearlong science |

LOWER MIDDLE YEAR

Each trimester a Lower must take five courses. New students may have their placement adjusted as a result of the placement exam or questionnaire sent to them in the spring. A few students take the College Board SAT II Subject Tests during the Lower Middle year.

A student wishing to participate in the School Year Abroad program during the Upper Middle or Senior year should discuss these plans with the advisor and seek guidance for the selection of courses for the Lower Middle year.

In selecting courses, students are reminded to check the diploma requirements. A Lower's program should resemble the following outline.

New Students

- | | |
|--|--|
| 1. Mathematics | enter the sequence by placement of the department |
| 2. World Language | enter the sequence by placement of the department |
| 3. English | enter the sequence (<i>English 200</i>) |
| 4. Science | usually a yearlong science |
| 5. History 200, Physical Ed., Elective | [art, classics, computer, music, philosophy and religious studies, or theatre] |

Returning Students

- | | |
|---|---|
| 1. Mathematics | continue the sequence |
| 2. World Language | continue the sequence |
| 3. English | continue the sequence (<i>English 200</i>) |
| 4. Science | usually a yearlong science |
| 5. History 200, Physical Ed.*, Phil/Rel Studies | [unless petition for an alternate program has been granted] |

*The half-credit Theatre 200 requirement is often taken in conjunction with physical education.

UPPER MIDDLE YEAR

During the Upper Middle and Senior years, a student must accumulate a minimum of 27 trimester units. A unit equals one course taken for one trimester. A pass/fail course may be elected as a fifth course only.

New students may have their placement adjusted as a result of the placement exam or questionnaire sent to them in the spring. Uppers should take the Preliminary Scholastic Aptitude Tests (PSATs) in the fall; all take the SAT I in January; and many take the College Board SAT II Subject Tests in June of their Upper Middle year. Some also take the College Board Advanced Placement Tests (APs) in May of their Upper Middle year. As a matter of general policy, advisors encourage depth in the selection of courses for the Upper Middle year. In selecting courses, students are reminded to check the diploma requirements. An Upper's program should resemble the following outline.

New Students

- | | |
|-------------------|---|
| 1. Mathematics | enter the sequence by placement of the department |
| 2. World Language | enter the sequence by placement of the department |
| 3. English | begin the sequence (<i>English 301, 310</i>) |
| 4. History | usually <i>History 300 (T2), 310 (The United States)</i> |
| 5. Elective | [art, computer, history, another mathematics, another language, music, philosophy and religious studies, science, psychology, or theatre] |

Returning Students

- | | |
|-------------------|--|
| 1. Mathematics | continue the sequence |
| 2. World Language | continue the sequence |
| 3. English | continue the sequence (<i>English 300, 310</i>) |
| 4. History | usually <i>History 300 (T2), 310 (The United States)</i> |
| 5. Elective | [art, computer, another English, history, another mathematics, another language, music, philosophy and religious studies, science, psychology, or theatre] |

SENIOR YEAR

During the Upper Middle and Senior years, a student must accumulate a minimum of 27 trimester units. A unit equals one course taken for one trimester. A pass/fail course may be elected only as a fifth course; however, an Independent Project, though marked on a pass/fail basis, is counted as a graded course. A Senior must earn a minimum of 12 graded trimester credits during the Senior year. Seniors must have passing trimester grades for all courses taken during their spring trimester. Many Seniors retake the SAT I in November and the College Board SAT II Subject Tests in December, and take the College Board Advanced Placement Tests (APs) in May. In selecting courses, students are reminded to check the diploma requirements. One-year international students should pay particular attention to the introductory paragraphs for the English and History sections of the book. A Senior's program should resemble the following outline.

New Students

- | | |
|-------------------|---|
| 1. Mathematics | enter the sequence by placement of the department; if the requirement is not yet satisfied, enter <i>Mathematics 390</i> or <i>400</i> |
| 2. World Language | enter the sequence by placement of the department if the requirement is not satisfied |
| 3. English | as placed by the department |
| 4. Elective | [art, computer, another English, history, another mathematics, a <i>195/0</i> language, music, philosophy and religious studies, science, psychology, or theatre] |
| 5. Elective | |

New students should review the information at the beginning of the History and Social Science section of this book.

Returning Students

Usually most diploma requirements have been satisfied. Careful selection of electives for continued depth in the student's chosen areas is encouraged. Two-year students must take English electives at the *500* level each term.

Course Descriptions

Key to Course Designation

A course number ending in */0* denotes a yearlong course (Example: *Mathematics 100/0*). A number ending */1*, *2*, or *3* indicates that the course is term-contained, but sequential, and may be taken for one, two, or three terms (Example: *Art 260/1,/2,/3*). A number with no term designation indicates a course that is term-contained, but may be taken only once (Example: *Art 100*).

The designations *F*, *W*, and *S* indicate the trimester during which the course is offered: *F* = Fall; *W* = Winter; *S* = Spring. Some courses require a two-term commitment; they are indicated by a (*T2*) following the course name [Example: *Physics 580/4 Advanced Placement Physics (T2)*]. Carefully check each course description for any other limitations: prerequisites, permission of instructor or department chair required, etc.

Final Digit:	Indicates:
/0	Yearlong course
/1	Course offered in fall trimester
/2	Course offered in winter trimester
/3	Course offered in spring trimester
/4	T2 course offered in fall and winter
/5	T2 course offered in winter and spring

Art

The current program focuses on the breadth of exposure to a visual education and the choice for students to explore a particular discipline in depth on both the introductory and advanced levels. The program emphasizes the development of creative ideas in relation to the understanding of skills, materials, history, and new technologies. The following is the required and the recommended sequence of courses in the visual studies and elective programs.

The diploma requirements in art are as follows: Juniors must take either a yearlong course in art (*Art 200/0*) or a yearlong course in music (*Music 210/0* or *Music 220/0*). Those who take art as Juniors must take two trimesters of music during the subsequent three years. Those who take music as a Junior can satisfy their art requirement by taking *Visual Studies I (Art 250)* and any 300 level concentration course. Entering Lowers must take a total of three trimesters of art and music by selecting two trimesters in one area and one in the other. Those who select two trimesters in art must take *Art 250* and any 300 level concentration course or *Art 250* and three consecutive terms of the *AP History of Art*. Entering Uppers must take a trimester of art (*Art 250*) or music. Entering Seniors have no diploma requirement in art but are encouraged to follow academic program guidelines.

Completion of the diploma requirement in art (200 and 300 level) is the prerequisite for advanced elective courses (400/500 level) with the exception of *Art 400* and *Art 440*. Since diploma requirements vary for individual students, depending on when they enter the school, so does the prerequisite. Individual course prerequisites are indicated in the course descriptions. Exemption from *Art 250* as a prerequisite is granted only on the basis of a portfolio of work judged satisfactory by the chair of the art department in collaboration with the instructor of the course the student desires to enter. An acceptable portfolio should contain examples of two-dimensional work, including black and white compositional studies, color studies, photography, drawing, and collage. With the exception of *Art 400*, no art course, if failed, can be made up by examination.

There will be a studio fee for each course, with the exception of *Art 300* and *Art 400*. Additionally, students should expect to help pay for art materials.

DIPLOMA REQUIREMENT COURSES

ART-200/0 Visual Studies for Juniors (a yearlong commitment)

Students work with the languages of vision through drawing, photography, color studies, two- and three-dimensional design, and video. Through projects, discussions, and visits to the Addison Gallery, students focus on their own creative work and on visual examples from the world. This course will fulfill the diploma requirement in art. Two trimester credits.

ART-250 Visual Studies I (F-W-S)

This course explores ways in which visual experience of the world is translated into two-dimensional images and presentations. Students sharpen perceptual skills and learn the functions of line, shape, value, texture, color, and illusionistic space in communicating through drawing, collage, photography, and mixed media. Examples of print media, photography, advertising, and art provide a context for discussion and comparison of students' efforts.

INTRODUCTORY COURSES

Students may choose any course from the 300 level to fulfill their second term art requirement. Students may also satisfy the second term of the art department diploma requirement by taking *AP History of Art (Art 400/123)* for ALL three consecutive terms in lieu of one 300 level elective (there will be no exceptions). In order to enter the 300 level, students must have successfully completed either *Art 200* or *Art 250* unless an exemption has been granted by the department chair and the course instructor. Students who take art as a Junior and decide to continue in the art program are expected to enter the elective program at the 300 level unless permission to move to the 400 level is granted by both the department chair and the course instructor.

INTRODUCTORY CONCENTRATION COURSES

ART-300 Visual Culture: Discovering the Addison Collection (not offered in 2006–2007)

This course will focus, thematically, on the study of American art. A significant part of the course will be spent in the Addison Gallery

working with the current exhibitions as they tie in to the history and context of American art. Students will discover the Addison collection both on the walls and in storage. Meeting with the gallery staff and visiting artists, students will experience firsthand what makes a museum function. Readings, writing assignments, and research projects will help students engage, confront, and discuss a wide range of art forms and will raise questions such as: Is it art? How and why do artists create? What do images and artifacts tell us about ourselves and our culture? Issues surrounding the making and viewing of art will be explored. *Art 300* fulfills the second term art requirement. **Prerequisite:** *Art 200* or *Art 250*. (Ms. Crivelli)

ART-301 Architecture I (F-W-S)

This course will introduce the basic principles of architectural design through a sequence of related projects in mechanical drawing, site analysis, and research into precedent, culminating in the design of a space or structure. With hands-on sketches, drawings, and models, students will explore the issues of a well-thought-out structure and learn to see the environment in terms of human scale, materials, and the organization of space. Class time will include discussions and demonstrations as well as studio time. There will be a required evening lab. **Prerequisite:** *Art 200* or *Art 250*.

ART-302 Ceramics I (F-W-S)

Ceramics I is designed for students with little or no prior experience with clay. Students will learn a wide variety of forming techniques that allow them to explore solutions to conceptual problems. The instructional emphasis will be on using ceramics as an expressive medium, with hand-building techniques predominating. Projects might include tile mosaics, clay masks and portraits, boxes, vessels, and teapots. Class time will include demonstrations, critiques, and slide and video discussions, as well as studio time. Students can expect to tackle projects that engage many of the key design concepts covered in the diploma requirement courses in art. Assignments for this class will explore the historical and contemporary uses of ceramics as well as the fundamental aesthetics of three-dimensional form. Students will see their pieces through the entire ceramic process, from wet clay, to glaze, to fired finished work. This course has a required evening lab. **Prerequisite:** *Art 200* or *Art 250*.

ART-303 Computer Media I**(F)**

Computers have had an increasingly profound impact on the way in which images are constructed, represented, and disseminated. Through various methods of manipulation, digital artists have experimented with the fragmentation, integration, and layering of graphic, photographic, and video imagery. Initially, small projects will be assigned to encourage students to experiment with the expressive potential within the Adobe Photoshop program. Students will then be able to define and construct a self-assigned final project. Projects may be presented as a short, thematic portfolio of individual or sequential imagery, a visual book, CD-ROM, or DVD project. **Prerequisite:** *Art 200 or Art 250.* (Ms. Harrigan)

ART-304 Drawing I**(F-W-S)**

This course will provide students with a sequential exploration of drawing methods and concepts. Students will learn, through in-class exercises and formal assignments, skills and concepts relating to contour, gesture, and full rendered drawings. They will work with an assortment of materials while understanding the depiction of three-dimensional objects on a two-dimensional plane, use of light and dark contrast, use of proportion, and perspective sighting. Assignments are designed to develop the students' skills in direct observation and to encourage creative, expressive thinking. The creative process will be explored through hands-on studio projects, critiques, and discussions of historical, contemporary, and multicultural art. Trips to the Addison Gallery and other places of interest will complement the course. Students are expected to participate once a week in evening studios that will involve drawing from nude models. **Prerequisite:** *Art 200 or Art 250.*

ART-305 Painting I**(F-S)**

This class is designed to introduce students to the basic elements of painting with water-mixable oil paint or acrylic paint. Specific problems are assigned to facilitate the study of fundamental paint handling, color mixing, and blending. Issues of form and space relationships, composition, and development of ideas are addressed in balance with the student's need for self-expression. Class critiques, slide talks, and visits to the Addison Gallery complement and enhance the actual painting process. This class requires students to attend a two-hour evening lab each week. **Prerequisite:** for three- and four-year students, the diploma requirement in art; for one- and two-year students, *Art 250.* (Ms. Trespas)

ART-306 Photography I**(F-W-S)**

This class will explore, through presentations, demonstrations, and group critique, basic black and white photographic image-making. Beginning with basic camera manipulations (a 35mm camera with manual capabilities is required) and film processing, students will be encouraged to explore the magic of light-sensitive materials. Instruction in printing black and white negatives with variable contrast filters will further direct each student in examining how a photographer carefully selects and represents his or her vision of the world. Meeting four hours a week, with five hours of preparation, the evening lab provides additional workshop time for toning prints, hand-coloring techniques, and opportunities for individual critiques with the instructor. A limited number of rental cameras are available through the school for students. (Mr. Wicks, Ms. Harrigan)

ART-307 Mixed Media Printmaking I**(W)**

Students develop personal imagery while learning several types of printmaking, including monoprint, linoleum and woodcut, drypoint, and collagraphy. Images are developed by drawing, painting, collaging, or scratching into Plexiglas, or by cutting into linoleum or wood. These surfaces are inked and transferred to paper by hand or by means of a printing press. Often several impressions will be taken from one printing plate and combined with other images or printed layers. Emphasis is on gaining technical, conceptual, and formal skills while developing a student's ideas through the use of various types of printing and their combinations. Critiques, slide talks, and visits to the Addison Gallery contribute to student understanding of the concepts and processes behind printmaking. Evening labs provide students with additional time to explore and develop ideas and skills. **Prerequisite:** for three- and four-year students, the diploma requirement in art; for one- and two-year students, *Art 250.* (Ms. Trespas)

ART-308 Sculpture I**(W-S)**

WINTER TERM—Sculpture I: Wood, Plaster, and Metal. Sculpture has become an all-inclusive field, with contemporary sculptors working in a wide range of media. In this class we will work with a variety of materials, such as wood, clay, plaster, and metal. Students will have the opportunity to learn a basic set of technical and conceptual skills for working and thinking three-dimensionally. Projects will involve an investigation of the communicative potential of materials, structure, imagery, and context through a process of

research, invention, discovery, and discussion. Students are expected to attend an informal, open lab one evening a week. **Prerequisite:** *Art 200 or Art 250.* (Ms. Zemlin)

SPRING TERM—3-D Structures and Hand Papermaking. Paper generally functions as a two-dimensional matrix for book pages, text, and other printed matter, but it is also a versatile material for creating three-dimensional structures. This class will introduce students to paper casting, armature construction, and hand papermaking. Technical demonstrations, assignments, and exposure to a wide range of historical and contemporary artwork will help students develop imagery of their own design. For the casting project, students will create a clay relief, which will be used to generate a plaster mold, and ultimately a series of paper casts. In the armature project, students will work with wire, reed, and other materials to create a three-dimensional structure, which will then involve the application of a "skin" of handmade paper. Students will learn to make paper by hand, starting with *kozo*, the bark of the Japanese mulberry tree. Students are expected to attend an informal, open lab one evening a week. **Prerequisite:** *Art 200 or Art 250.* (Ms. Zemlin)

ART-309 Video I**(F-W-S)**

This course introduces principles and techniques of time-based media. Students shoot and edit their own productions, and view and discuss both professional and student work. Examples are chosen to show how one conveys ideas by means of images and sound, including experimental work as well as fiction and non-fiction film. Early projects, in which students are taught to use the camera and edit, are often done in groups, a practice that some students choose to continue for the term. For this course, students use the mini-DV cameras and non-linear editors of the Polk-Lillard Electronic Imaging Center. **Prerequisite:** *Art 200 or Art 250.* Students who have taken *Art 200* may bypass this course and enroll in *Art 409* (Video II). (Ms. Veenema)

**ART-314 Woven Structures
(F) and Fabric**

The class will explore the technical and conceptual potential of fabrics and woven structures in terms of cultural significance, pattern and surface, clothing as metaphor, and the body as an armature for supporting a flexible structure. Students will learn basic fiber techniques, such as backstrap cardweaving, embroidery, coiled basket weaving, and tapestry, while developing ideas and imagery based on personal interests, contemporary fine art, crafts, and the textile collections at the Peabody Museum. There will be an opportunity toward the end of the term to produce wearable art or an installation. Students are expected to attend an informal, open lab one evening a week. **Prerequisite:** *Art 200* or *Art 250*. (Ms. Zemlin)

ADVANCED COURSES

Students continuing in art beyond the diploma requirement may take additional 300 level courses or 400 level courses. At the advanced level, two pathways are possible: advanced concentration courses and synthesis courses. As each 400 level course varies in requirements, it is important to check the prerequisites for each.

ADVANCED CONCENTRATION COURSES

**ART-400/1 Advanced Placement:
ART-400/2 History of Art
ART-400/3**

Four class periods for Uppers and Seniors. Drawing from non-Western cultures (African, Asian, Latin American, Islamic) as well as Western cultures, this course explores architecture, painting, sculpture, and photography as they reflect and perform important social and political work. Students use works of art as primary source documents in uncovering the values and concerns of diverse societies, in developing standards for evaluating and contrasting world cultures, and in promoting an understanding of artistic expression and visual communication. The Addison Gallery and other local collections and exhibitions will provide for the study of original works of art. Each term may be taken separately. The fall term will focus on material from pre-history through the 14th century, and the winter term and spring term will cover a variety of international artistic responses relevant to visual literacy, historical development, and contemporary context. This course will prepare students for the AP examination in history of art if taken all three terms.

Completion of *Art 200* or *Art 250* is recommended but not required. (Ms. Quattlebaum)

**ART-401/2 Architecture II
ART-401/3**

In the second term of architecture, students will be encouraged to explore architectural design at greater depth. Students will continue to design through the use of sketches, drawings, and models in a variety of different media, as well as with computer-aided design. Through the study of historical precedents, students will consider such issues as approach, entry, structural organization, materiality, and form. Term-long projects will often be assigned, giving students the chance to discover their own approach to integrating all of the necessary concepts into an architectural design. There will be a required evening lab. **Prerequisite:** *Art 301, Architecture I* or *Art 304, Drawing I*.

ART-402/3 Ceramics II

This course is designed for students who have taken *Art 302* and wish to continue their study of ceramics. Since *Art 402* is an advanced course, students will be asked to expand on their existing knowledge of ceramics, to strengthen their technical skills, and to seek sophisticated conceptual and personal solutions to given assignments. Class projects will range in topic but will stress the concept of developing ideas in series: a series of bottle shapes, a series of vase shapes, etc. As a class, we will try to place ceramics within the continuum of artistic practice and explore its various manifestations. Students can expect to do some outside reading, to attend slide and video presentations, and to visit the Addison Gallery and Peabody Museum. Students will also participate in all aspects of the making and finishing of their work. This course has a required evening lab. **Prerequisite:** *Art 302, Ceramics I*.

**ART-403 Computer Media II:
Animation
(not offered in 2006–2007)**

This course is for the student with keen interest in the production of computer animations. Animation is a time-intensive computer art technique. Students will create short 3-D animations using Carrara Studio II software and construct a stop motion animation with high-end digital still cameras and the Adobe Premiere program. Traditional animation techniques such as roto-scoping and using a blue screen will also be demonstrated. Students will have the opportunity to choose between the Carrara Studio II program and the stop motion animation process to design and execute a final independent project.

Prerequisite: *Art 200* or *Art 250*, and *Computer Media I*.

ART-405/2 Painting II

In advanced painting, students build on already-acquired technical experience from *Painting I* while developing their own image ideas. Through a variety of technical processes and conceptual approaches, students explore different ways of working with water-mixable oils or acrylics. Painting in series, mixing media, innovating paint application, and utilizing collage and assemblage structure when appropriate further extend the possibilities for thinking about what a painting can be. Emphasis is placed on cultivating solid technical skills as well as inventive and challenging approaches to subjects that encourage individual artistic and personal growth. Critiques, Addison Gallery visits, and exploration of artists' work and art historical issues relevant to the student's paintings are important components of this course. *Painting II* has a required two-hour evening lab. **Prerequisite:** *Art 305* or permission of the instructor. (Ms. Trespas)

**ART-406/2 Photography II
ART-406/3**

WINTER TERM—The course is designed for students who have basic knowledge of black and white photography and darkroom production. Photography II investigates more sophisticated photographic exposure options and archival printing techniques. Opportunities to examine and discuss the work of 20th century Modernist and contemporary photographic practice complement studio work. Regular group and individual critiques with the instructor provide feedback and direction on work in progress, as students are encouraged to explore personal points of view. Students may choose to create several separate experimental works or a term-length thematic portfolio of self-motivated imagery. Portfolios may be presented in various forms, such as individual or group installations, handmade photographic albums, or the traditional boxed portfolio. Cameras are required and available for rental. **Prerequisite:** *Art 200* or *Art 250* and *Art 306* or the permission of the chair and the instructor. (Ms. Harrigan)

SPRING TERM—What do you see? While this advanced photography course begins with a brief review of basic craft control and offers instruction in more sophisticated camera and darkroom techniques, the primary emphasis in this course is on the nature of photographic seeing and the creation of images from a personal point of view. Some assignments are given, but much of each student's portfolio will

be based on self-motivated imagery. Students may choose to create an open portfolio that includes a wide variety of photographic styles, create a cohesive, thematic body of work, or develop a special project which may have as its final form a book or multimedia presentation. Slide presentations and discussions, photographic book reviews, and visits to the Addison Gallery are offered to explore more fully the scope and power of this vivid visual language. Group critiques are designed to enhance perceptual skills, and individual conferences with the teacher give feedback and direction on work in progress. Classes meet four periods a week, with five hours of preparation. Evening labs are offered for informal instruction. **Prerequisite:** *Art 306, Photography I*. (Mr. Wicks)

ART-408/2 Sculpture II
ART-408/3

This class is an opportunity for students who have taken *Art 308* to continue their investigation of sculpture. Another set of technical skills will be taught, along with readings, slide talks, and visits to the Addison. In developing projects, students will be asked to focus on a particular concept, approach, or set of materials throughout the term. Students are expected to attend an informal, open lab one evening per week. **Prerequisite:** *Art 308* or *Art 312*. (Ms. Zemlin)

ART-409/3 Video II

This course gives students with some background in video or computer media an opportunity to deepen their knowledge. Students will be asked to develop, shoot, and complete projects of their own choosing. Class times will include viewing and discussing the work of others to inform one's own work. Students who enroll in this course should have some previous camera and editing experience. (For this course students use the mini-DV cameras and non-linear editors of the Polk-Lillard Electronic Imaging Center.) The course will include "help sessions" with the editing software for students who need introduction or review of the editing software. Advanced students who wish to continue after this course may enroll in *Art 409* for more than one term. **Prerequisite:** *Art 200, Art 303, or Art 309*, or permission of the instructor. (Ms. Veenema)

SYNTHESIS COURSES

ART-420 Rosebud: The Restless Search for an American Identity (not offered in 2006-2007)

As a culture we have always been fascinated by identity, by quests to forge one, or by the machinations to invent one. American artists Edward Hopper, Robert Frank, and Beverly Buchanan, for example, reflect observations of self or describe the identity of others relative to the world around them. Many of our enduring American works of literature and film, such as *The Great Gatsby*, *The Catcher in the Rye*, and *Citizen Kane*, center on the search for self. For most of us, the search for identity is an unending process in a constantly changing, more global America. This search will be brought into focus through film, literature, and the visual arts in a two-credit multidisciplinary course that will offer many venues, including discussions, lectures, seminars, and studio sessions. Students will be required to lead discussions, keep extensive journals, and present projects shaped from their ideas about identity. There will be numerous readings (such as *The Awakening*, by Chopin, and *Continental Drift*, by Banks), weekly films (*Frances*, *Five Easy Pieces*), and hands-on visual assignments in various media. If you elect to take *Art 420*, you must also take *English 560D/2*. Seniors may take this course to fulfill the second term of their art requirement. (Ms. Crivelli)

ART-435/3 Explorations of 19th and 21st Century Photography: From Pinholes to Pixels

Since its beginnings, photography has had a profound impact on culture. In this course students will have the opportunity to discover the affinities and points of departure between the early photographic pioneers and contemporary digital practitioners through study and hands-on practice of "antique" processes and digital technologies. The class will discuss and participate in creating emotionally and sociologically powerful pictures that may affect individuals in personal endeavors as well as global enterprises. Various historical and contemporary themes, such as the photographic album, the exotic travel album, or the personal visual journal, will inform each student's self-motivated final project. **Prerequisite:** Completion of the diploma requirement in art. (Ms. Harrigan)

ART-440 (S)

A Hard Rain: An Interdisciplinary Senior Seminar

This two-credit course will examine through literature, film, art, and music various social and political movements that emerged in America during the 1960s as the country fought an internally divisive war in Vietnam. Students will be responsible for leading discussions. Assignments include written work, art projects, and a final presentation that responds to the course's themes. Readings include *The Things They Carried*, *American Pastoral*, and essays, poems, and other selections from *The Portable Sixties Reader*. Weekly films (viewed in addition to regularly scheduled classes) include: *Atomic Café*, *Hearts and Minds*, *Far from Heaven*, *Full Metal Jacket*, *Bamboozled*, and *The Graduate*. Students must also enroll in *English 592/3*. Seniors may take this course to fulfill the second term of their art requirement. (Ms. Veenema)

ART-465 Art, Artifacts, and Culture (not offered in 2006-2007)

This interdisciplinary course involving the art department, the Addison Gallery, and the Peabody Museum will focus on the study of art and artifacts as they reflect diverse cultures in the past and present. Using the collections and resources of the two museums, the class will examine such questions as: What is art? What drives people to create? Where do our ideas of beauty come from? Who are we and what makes us unique? The class will include readings, discussion, research, and writing, and frequent visits to each museum. **Prerequisite:** *Art 200* or *Art 250*. (Ms. Crivelli)

**ART-470 Extensions of Mankind
(not offered in 2006–2007)**

When Marshall McLuhan stated “the medium is the message” in 1964, a new dialogue began about the nature of human communication. This survey/studio course will involve students in an investigation of the historical, social, economic, political, cultural, ethical, psychological, aesthetic, and philosophical aspects of mass communication and media. Special attention will be paid to developments and inventions that moved the exchange of human experience and ideas beyond cave drawings, storytelling, and tribal boundaries. The course will emphasize mass communication as it has developed during the 20th century—The Broadcast Century—and what role media have played in recording and shaping human history. Assuming students enter the course from a wide variety of message-making and interdisciplinary backgrounds, their projects will be created with previously developed skills and therefore may take on many possible forms, such as video, animation, performance piece, essay, photography, sculpture, installation, collage/assemblage, sound piece, cartoon, etc. **Prerequisite:** diploma requirement in art.

**ART-500/0 Advanced Placement:
Studio Art
(a yearlong commitment)**

Art 500 is a yearlong commitment and students are expected to complete the entire year. This course will be open to Uppers and Seniors. The year of study in advanced art will be a progressive involvement for students. It will begin with a group studio experience but will encourage students to evolve and develop a focus in one discipline, culminating with an independent project at the end of the year. In the fall term, students will have the opportunity to study broadly at an advanced level while an assortment of media and techniques will be explored. Students can use this opportunity to develop or enhance their art portfolios. In the winter term, students will have the opportunity to focus on specific media and work in collaboration with the AP instructor as well as an instructor from a chosen discipline through participation in a 300/400-level course. In the spring term, students will be expected to work on supervised independent projects that are either discipline-specific or cross-disciplinary in nature. Two or three seminars a term, with invited guest speakers, in addition to frequent visits to the Addison Gallery, will augment the course. Attendance at an evening lab, once a week, will be expected. **Prerequisite:** diploma requirement in art and at least one elective art course beyond.

Classical Studies

The following courses in classical studies are designed to provide students with a broad introduction to classical civilization through history, literature, mythology, and etymology. All courses are electives, open to the various classes as noted. The courses offered here require no knowledge of Greek or Latin. Courses in the Greek and Latin languages, offered by the Department of Classics, are described under World Languages.

**CLAS-310 Etymology
(F-W-S)**

Four class periods. Open to all classes. English has an immense vocabulary, far larger than that of any other language, over half of which is based on Latin and Greek roots. The words of this Greco-Roman inheritance are best understood not simply as stones in the vast wall of English, but rather as living organisms with a head, body, and feet (prefix, main root, and suffix), creatures with grandparents, siblings, cousins, foreign relatives, life histories, and personalities of their own; some work for doctors and lawyers, others for columnists, crusaders, and captains of commerce. Systematic study of a few hundred roots opens the door to understanding the meanings and connotations of tens of thousands of words in English, the language now rapidly emerging as the most adaptable for international and intercultural communication.

**CLAS-320 Greek Literature
(F-W-S)**

Four class periods. Open to all classes. A systematic study of the masterpieces of early European civilization as seen in their proper literary, intellectual, and historical contexts. In what is essentially a history of ideas, the major genres of epic, tragedy, comedy, satire, history, erotic poetry, and philosophy are stressed as aspects of the wider evolution of European thought. The major problems that still confront human life are explored through the writings of Homer, Aeschylus, Sophocles, Euripides, Herodotus, Thucydides, Aristophanes, Plato, and others.

**CLAS-330 Classical Mythology
(not offered in 2006–2007)**

Four class periods. Open to all classes. The interest of the 20th century in classical mythology has stemmed from three main sources: the psychoanalytical use of myth, progress in the field of classical archaeology, and anthropological study of myth. Preliminary exploration of the works of Freud in psychology, Schliemann and Evans in archaeology, and Frazer, Graves, and Levi-Strauss

in anthropology leads to the detailed study of the myths of Oedipus, Theseus, and Agamemnon, among others. The myths are considered living entities changing in the hands of each artist who deals with them, whether it be Homer or Joyce, Aeschylus or O'Neill, an anonymous Greek vase painter or Dali, Euripides, or Strauss. Works of literature, art, and music provide the core for the study of the use of myth in human life.

English

The diploma requirements in English are intended to establish competence in writing and reading. All Juniors take *English 100* and may not take *English 200*. For new Lower, this requirement is fulfilled by successful completion of *English 200*, *English 300*, and *English 310*. New Uppers fulfill their requirement by successful completion of *English 301*, *English 310*, and three terms of English electives. Uppers who miss the spring term of *English 310* must take *English 570* or *English 588* during their Senior year. International students who are new Uppers usually begin the sequence with *English 301*. One-year American students and some one-year international students will begin with *English 520*, for one or two terms, followed by electives in the spring term; these international students must be placed by the chair of the department. The remainder of the one-year international students begin with *English 400/1, /2*, followed by a course designated by the department chair in consultation with the students' teachers. Any course so designated will fulfill diploma requirements. Seniors who are returning international students continue the sequence or select in accordance with placement by the department. Related courses, whose prerequisites vary, are listed elsewhere in this booklet.

Students in yearlong Senior electives may select the elective for the winter or spring term, as may any other Senior.

All English courses meet for four prepared classes a week unless the course description states otherwise. No failed course may be made up simply by passing a make-up examination.

REQUIRED COURSES

ENGL-100/0 An Introduction

(a yearlong commitment)

English 100 provides an introduction to the study of language and literature at Andover. In this Junior course, which cultivates the same skills and effects pursued throughout the English curriculum, students begin to understand the rich relationships among reading, thinking, and writing.

English 100 assents to Helen Vendler's notion that "every good writer was a good reader first." Accordingly, *English 100* students work to develop their ability to read closely, actively, and imaginatively. They study not only what a text means but also how it produces meaning. They seek to make connections as they read—perhaps at first only connections between themselves and the text, but eventually connections within the text and between the texts as well. All the while, however, *English 100* students revel in the beauty, humor, and wisdom of the literature.

Over the three trimesters, *English 100* students read literature of various genres and periods. Every class reads Homer's *Odyssey* and at least one play by William Shakespeare. For the rest of the syllabus, teachers turn to a great many authors. Among those whose work is more regularly selected are Ernest Hemingway, Toni Morrison, J.D. Salinger, John Steinbeck, and August Wilson.

English 100 students practice several types of writing, primarily in response to what they read. They write at times in narrative, expressive, and creative modes, but their efforts focus more and more on critical analysis. They learn to conceive of writing as a craft to be practiced and as a process to be followed. Through frequent assignments, both formal and informal, *English 100* students come to value writing as a means of making sense of what they read and think. Attending carefully to their writing at the levels of the sentence, paragraph, and full essay, they learn to appreciate the power of the written critical argument.

Lively, purposeful class discussions reinforce the lessons of reading and writing, and often leave students with especially fond memories of their *English 100* experience. The course prepares our youngest students well for the further challenges of their education at Andover.

ENGL-200/0 Writing to Read, Reading to Write

(a yearlong commitment)

FALL TERM—During the fall term of *English 200*, classes focus on the process of writing. Students write often, virtually every day. Students will be exposed to a variety of rhetorical modes, such as narration, description comparison/contrast, cause/effect, definition, example/analogy, classification, and argument. By the end of the term, students should be able to organize, develop, and write cogent essays in four or five of these modes. Extensive revision will be encouraged, typically with peer reading. Teachers may use poems and stories from R.S. Gwynn's *Literature: A Pocket Anthology* not as critical texts but as "inspirational" ones that will serve to generate a writing exercise. They may also choose to use a collection of essays by a particular writer and/or the online "Andover Reader."

Additionally, the fall term works consciously on vocabulary development (usually drawing material from the essays) and grammar, using a text such as *The Everyday Writer*, *The English Competence Handbook*, or *The Grammar of Alistair Barnstable*. Grammar and sentence structure study will deal with the usage problems observable in the class, especially addressing such topics as run-ons and fragments, agreement of subject-verb and pronoun-antecedent, accurate modification, correct pronoun case, and punctuation.

WINTER TERM—In the winter term, students continue to work on the sentence and the paragraph, but the texts are anthologies of poetry and short fiction, and the subject matter is literature. While the course introduces literary terms and strategies for understanding poetry and fiction, the literature serves mainly as an opportunity to work on writing skills, reinforcing the lessons of the fall term and introducing argument and persuasion as patterns of thought that can guide the writer logically through a discussion about a poem or short story.

SPRING TERM—In the spring, each teacher chooses one or two works, including a novel, with which the class will spend the term working. Students continue to write in the modes introduced in the fall term and focus on organizing the essay and on incorporating research into it. Attention is given to anti-plagiarism training in which the responsible use of sources, particularly the Internet, is addressed.

ENGLISH 300 AND 400

English 300 and *400* emphasize writing about literature as a way to discover meaning; both encourage open discussion. Gradually, these courses stress longer and more sophisticated literary analyses. While emphasizing the analytical—both the close reading of texts and the focused writing that asserts a thesis and supports its points with extensive textual evidence—these courses also encourage other forms of expression, such as journals, narratives, role-plays, and parodies.

ENGL-300/4 The Story of Literature (T2)

(a two-term commitment)

All literature tells one story, the story of people's experiences—their dreams, their desires, their acts, their mistakes. Inspired artists in every tribe and civilization have created tragedies, comedies, satires, and romances. Students in this course explore these forms by reading short stories, poems, novels, and plays from various historical periods and countries. *English 300* is deeply concerned with the imaginative elements that lift a work out of its immediate circumstances and place it within the human community of culture. Texts common to all sections are Sophocles' *Oedipus Rex* (Term 1) and Geoffrey Chaucer's *The Canterbury Tales* (Term 2). Substantial attention is given to women and ethnic writers. Authors commonly elected by teachers include Emily Bronte, Ralph Ellison, Jane Austen, and Toni Morrison.

ENGL-301/4 The Seasons of Literature (T2) for New Uppers

(a two-term commitment)

For new Uppers, *English 301* conforms in spirit and essence to *English 300*, but with more intensive attention to expository writing.

ENGL-310 Shakespeare

No writer has influenced the literature of the English-speaking world so much as William Shakespeare. He was both of his age and for all time. *English 310* employs the perceptual and writing skills learned in the prior two terms and presents new, more complex problems and perspectives. Films and student performances of Shakespeare's plays complement the study of the plays as literary texts. A common text shared among all sections is *Hamlet, Prince of Denmark*.

ENGL-311/3 Shakespeare Workshop

Four class periods. An intensive study of several plays by Shakespeare, with the major emphasis on the spoken word. Close attention is given to pronunciation, diction, rhythm, dynamics, and interpretation. Students read aloud, act, memorize, and perform scenes and soliloquies. **Prerequisite:** *English 300/4* or *English 301/4*, and permission of the department chair. This course is offered also as *Theatre 530*.

**ENGL-400/1 American Studies for
ENGL-400/2 International Students**

Primarily for, but not limited to, one-year students from abroad who are not yet ready for *English 520*, this course provides intensive training in reading, literary fundamentals, and expository writing. The focus of this course is on American culture, values, and traditions as reflected in literature and other media. One or two terms of this course will provide students with the reading and writing skills required for success in other Senior electives. (Dr. Vidal)

SPECIALIZED COURSES

Specialized Courses, with the exception of *English 520*, are open to students who have successfully completed *English 200* and *300* or *400*. (A very few Uppers each year will be allowed to take a Senior elective in addition to the winter term of *English 300* and/or *English 310*. Permission for this special privilege must be granted by the English chair.) Courses at the *500* level may require more than the standard four to five hours per week of homework. Each course has four class periods a week, unless specifically stated otherwise. While none of the department's electives requires yearlong participation, students may choose to remain in a year-long elective. The courses below are offered in the academic year 2006-2007.

**ENGL-520/1 Strangers in a
ENGL-520/2 Strange Land**

This course for one-year students explores how strangers adapt to new places and new modes of being. Does one reinvent oneself, conquer the new, or seamlessly assimilate? Works to be considered might include Mary Shelley's *Frankenstein*, Shakespeare's *The Tempest*, Graham Greene's *Our Man in Havana*, and poetry by Yusef Komunyakaa, Elizabeth Bishop, and Carolyn Forché. In both terms, the emphasis will be on close reading and textual analysis. (Ms. Curci)

**ENGL-531/1 Clowns, Court Jesters,
and Counter-Terrorists:
Satire in American Fiction
and Film**

You can love what you criticize or you can despair of it. American satirists do both. Novels by West, Roth, Didion, Welty, O'Connor, Smiley, Lightman, DeLillo, Vonnegut, Chang, Doctorow, Heller, Toole, Ellison, Pynchon, and others make you laugh out loud even as they terrify and alarm. We'll try to figure out what's so funny and sometimes disturbing about American culture and history. We'll also consider movies like *American Beauty*, *Far from Heaven*, *Pleasantville*, *The Truman Show*, *Dr. Strangelove*, *Best in Show*, *The Graduate*, *Bob Roberts*, *The Player*, *Get Shorty*, and a Spike Lee film or two. Three papers: one on an author, one on a film, and one on a central idea using more than one novel and/or film. (Mr. Thorn)

**ENGL-532/2 The Necessary Angel:
The Romantics and
the Modernists**

The British Romantic and American Modernist poets share a curious ambivalence about their own creative powers. Are the beautiful and the truthful something they perceive or something they contrive? And if the exalted business of poetry is to find Truth and Beauty, is the poetic imagination a God-like power, something over which the poet has complete control? More frightening than this power is the prospect that poets cannot find the sublime in this world and that, therefore, their work is ultimately flawed, doomed to failure.

We will read selected poetry from the Romantics and the Modernists to determine how these poets reconcile intimations of mortality and immortality. We will also try to figure out why these two important groups of poets, the Romantics (Blake, Wordsworth, Coleridge, Byron, Keats, and Shelley), and the Modernists (Whitman, Eliot, Williams, Stevens, and Crane), had so much in common. Two papers: one on one poet, one comparing two poets. Two in-class essays: both on specific poems. Poets to be studied in depth in Winter 2007: Wordsworth and Stevens; Keats and Crane. (Mr. Thorn)

**ENGL-533/3 Tales from the World
House: Books of Laughter
and Forgetting**

The novel as a genre has experienced evolutionary, even revolutionary changes almost from the moment of its invention. In this course, we will study the works of novelists who write as essayists, historians, political activists, illusionists, poets, priests, and scientists. We will discover novels in which the author is the main character and in which the author is nowhere to be found. The novels we read will force us to reevaluate how we distinguish between absolute knowledge and the condition of knowing. The authors share a preoccupation with the tenuous circumstances of their own cultures at war with the world around them, often in volatile political environments. In terms of writing, the course will focus on weekly critical journal entries and the art of the literary book review. Our texts might include works by Milan Kundera, José Saramago, A.S. Byatt, Umberto Eco, Evan S. Connell, Fumiko Enchi, Colson Whitehead, Thi Diem Thuy, Khaled Hosseini, Josef Svorecky, Edna O'Brien, Andre Dubus III, Anthea Min, Salman Rushdie, and Gabriel Garcia Marquez. (Mr. Thorn)

**ENGL-534/1 Gothic Literature:
Living in The Tomb**

The course traces trends in Gothic forms, from its origins of the damp and dark castles of Europe to the aridity of the contemporary American landscape. Students will identify gothic conventions and themes such as the haunted house, family dynamics, apparitions, entrapment, secrecy, and the sublime. We will read novels, short stories, and poetry spanning roughly 200 years in order to explore questions about the supernatural, the psychology of horror and terror, the significance of fantasy and fear, the desire for moral closure, and the roles of gender, race, class, and sexuality. Probable selections include *The Castle of Otranto*, by Horace Walpole; *Faustus*, by Christopher Marlowe; *Rebecca*, by Daphne du Maurier; *Dracula*, by Bram Stoker; *The Turn of the Screw*, by Henry James; stories by Poe, Faulkner, Gaskell, Irving, Hawthorne, Gilman, Jackson, Cheever, DeLillo, Carver, and Oates; and poetry of Christina Rossetti, Thomas Gray, William Cowper, Louise Gluck, and Sylvia Plath. Possible films include *Affliction*, *The Royal Tenenbaums*, *A Simple Plan*, *Psycho*, and *The Cabinet of Dr. Caligari*. (Mr. Tortorella)

ENGL-535/2 Politics, Subversion, and the Heroic Tradition in Children's Literature

This course considers the role of the imagination in communicating and effecting cultural change. Students will be asked to apply a variety of critical theory for interpretation and discussion of the literature. Themes this course will explore include alternative realities, the nature of dreams, the function of the subconscious, and the use of allegory. Probable selections include *The Adventures of Alice in Wonderland* and *Through the Looking Glass*, by Lewis Carroll; *Haroun and the Sea of Stories*, by Salman Rushdie; *The Wind in the Willows*, by Kenneth Grahame; *The Jungle Book*, by Rudyard Kipling; *The Wizard of Oz*, by L. Frank Baum; *The Pied Piper of Hamelin*, by Robert Browning; *The Secret Garden*, by Frances Hodgson Burnett; *A Child's Garden of Verses*, by Robert Louis Stevenson; *The Lion, the Witch and the Wardrobe* and *The Last Battle*, by C.S. Lewis; and *Grimm's Fairy Tales*, *Mother Goose*, writings of Carlos Castaneda, and essays by Bettelheim and Zipes. Possible films include *The Red Balloon* and *The Point*. (Mr. Tortorella)

ENGL-536/1 Children in Literature: Growing Up in a Changing World

What does it mean to be a child? What defines a "good" or "bad" kid? Is there a certain age or type of behavior that separates children from adults? When and how do we "grow up?" Are our expectations for boys and girls different? Should they be? This course will explore how our conceptualization of childhood has changed over time by looking at a variety of sources: philosophical and psychological texts about children and representations of children in literature and film for adults, as well as some works aimed at young readers.

We will focus on the emergence of self within contexts of family and community, exploring the processes of identity formation in both Western and non-Western narratives. We will pay particular attention to an analysis of gender roles and of education within these stories, pondering the ways in which different societies and their values become perpetuated through their fictional children.

Readings include: Alcott, *Little Women*; Twain, *The Adventures of Tom Sawyer*; Barrie, *Peter Pan*; Yeziarska, *Bread Givers*; Golding, *Lord of the Flies*; Amado, *Captains of the Sands*; and poetry by Blake, Wordsworth, and Dr. Seuss. Excerpts from: Locke, *Some Thoughts Concerning Education*; Bunyan, *Pilgrim's*

Progress; Rousseau, *Emile*; and a variety of fairy tales. Theory by Freud, Bettelheim, and Ariès. Films: *Central Station*, *Black Shack Alley*, *Finding Nemo*. (Dr. Vidal)

ENGL-537/2 Gender Roles in Contemporary World Fiction

Love, family, and passion have always been popular literary themes in a variety of cultures. However, there are different ways in which each culture approaches these subjects, especially as they relate to gender roles and the relationships between men and women (as well as men and men and women and women).

In this course, we will go on a "trip around the world," examining gender in a variety of contemporary cultural settings and comparing the fictional works that we will study to what we experience on a daily basis in American society. From traditional romantic obsession and rigid sex roles to challenges of these traditional roles and expectations, our texts will provide a variety of issues and perspectives to frame our discussions.

Readings include: Machado de Assis, *Dom Casmurro* (Brazil); Rifaat, *A Distant View of a Minaret* (Egypt); Puig, *Kiss of the Spider Woman* (Argentina); Dangarembga, *Nervous Conditions* (Zimbabwe); Ensler, *Necessary Targets* (Bosnia). Films: *The Crying Game*, *Thelma & Louise*, *The Adventures of Priscilla: Queen of the Desert*, *Strangers in Good Company*, *Angels in America*, and excerpts from episodes of "Sex and the City." (Dr. Vidal)

**ENGL-538/1 Atomic America:
ENGL-538/2 American Literature
ENGL-538/3 1945–Present**

Covering selected major works in American literature since the end of the second World War, *Atomic America* will blend history with literature in order to flesh out the context of and in these works. The course will be framed around the "atomic" in a literal and figurative sense.

First, during the fall term, the "atomic" will be expressed through Cold War cultural production from the 1950s to the 1980s, possibly including works by Arthur Miller, Elia Kazan, Thomas Pynchon, Allen Ginsberg, Jane Cooper, and Richard Yates.

In the winter term, our notion of "atomic" will explode with the various political and aesthetic changes in the 1960s and 1970s, possibly including work by Malcolm X, LeRoi Jones, Sonia Sanchez, Adrienne Rich, Betty Friedan, Gary Snyder, Ntozake Shange, and others.

In the spring term, we'll conclude the class by

thinking about how "America" has become atomized in the decades since the 1970s and how that is reflected in literature, with possible works by Tony Kushner, August Wilson, Wendell Berry, Gish Jen, Oliver Stone, and/or Robert Zemeckis' *Forrest Gump*, William S. Yellowrobe, Paul Auster, and Louise Erdrich. After engaging with a variety of works from the period, including fiction, poetry, and film, the course will shift to confront this atomization and will likely, then, include a component of service learning where students will read literature that provokes dialogue and reflection about particular service opportunities that will be set up and administered through the class. Informed by the literature and dialogue with peers and those they serve, the students will also write about their service experiences. (Dr. Kane)

ENGL-539A/1 Being, Thinking, Doing

Through reading and discussing the expression of human values in selected works, students in this interdisciplinary course will examine Coleridge's statement that "No man was ever yet a great poet, without being at the same time a profound philosopher" and will explore two broad questions: "How do people live their lives?" and "How should people live their lives?" Within this framework, students will look at many related themes, especially those concerning the emergence of different epistemological, ethical, and political ideals and responses to life. Readings will include Agee and Evan's *Let Us Now Praise Famous Men*; Arendt's *Eichmann in Jerusalem*; Conrad's *Heart of Darkness*; Epictetus's *The Enchiridion*; Percy's *The Moviegoer*; Plato's *Apology*; Vonnegut's *Slaughterhouse Five*; and selections from Bonhoeffer's *Letters and Papers from Prison*, Plato's *Republic*, and Spinoza's *On the Improvement of the Understanding*. (Mr. Fox)

**ENGL-540/1 Non-Fiction Writing
ENGL-540/2
ENGL-540/3**

(Students may take terms 1 and 3, or 2 and 3, but not terms 1 and 2.) This is a writing workshop for students interested in becoming skilled writers. In this course writers will develop their talents in the art of essay writing. The course requires that the student write extensive pieces in a number of non-fiction modes: personal essay, analysis, argument, and feature writing. While there are not always daily assignments, students can expect to be writing nightly. They can also expect to read extensively in anthologies, magazines, and newspapers. Students are

encouraged to submit their work for publication. In the spring term, the focus shifts to consider the art of the memoir. Students write short autobiographical exercises and read several examples of memoirs in preparation for writing an extended piece about their own experience. Texts may include Richard Wright, *Black Boy*; Annie Dillard, *A Writer's Life*; Paul Monette, *Becoming a Man*; and John Gould, *The Withering Child*. (Mr. Gould)

**ENGL-541/1 Writing Through the
ENGL-541/2 Universe of Discourse
ENGL-541/3**

This is a course for students interested in experimenting with many different genres of writing. Throughout the term, students create a portfolio of writing that includes essays, poetry, short fiction, literary criticism, autobiography, and letters. The course is designed to serve all kinds of students, but particularly those who would like to gain confidence in their writing skills. Once a week, students are invited (not required) to join a Community Service writing workshop with Lawrence elementary school students.

Readings include texts from a variety of cultures. Authors include Malcolm X, Martin Espada, Julia Alvarez, William Shakespeare, Sylvia Plath, Emily Dickinson, Piri Thomas, Raymond Carver, Franz Kafka, Leo Tolstoy, Stephen Biko, Louise Erdrich, Nikki Giovanni, Sandra Cisneros, Don DeLillo, William Blake, Amy Tan, Sherman Alexie, Rita Dove, James Baldwin, Maxine Hong Kingston, Jimmy Santiago Baca, Gabriel García Márquez, Anthony Morales, Bruce Smith, and Maya Angelou. (Mr. Bernieri)

**ENGL-543/2 James Joyce
ENGL-543/3**

Five class periods. The first term is devoted to *Dubliners* and *A Portrait of the Artist*; the second term to *Ulysses*. The purposes of the course are to develop the skill to read important and difficult works without the aid of study guides or other secondary material, and to follow the development of Joyce as an artist. Although the course may be taken in either term, the student gains a better sense of Joyce's genius by enrolling for two terms. (Mr. O'Connor)

**ENGL-550A/1 Great Traditions
ENGL-550A/2 in Literature:
ENGL-550A/3 The Epic Poem**

This course studies the development of the epic poem through Classical, Medieval, and Early Modern contexts. Texts: *The Iliad*, *The Odyssey*, *The Aeneid*, *Metamorphoses*, and *Moby Dick* (even years); *Paradise Lost* and *The Inferno* (odd years). (Mr. McGraw)

**ENGL-550D/1 Yeats and the
Irish Tradition**

Since the establishment of Ireland's independence in 1921, the unique contribution of this nation's literature and culture has gained increasing international recognition. W.B. Yeats, the first of four Irish Nobel laureates and one of the dominant poets of the 20th century, played a key role in the revival of Irish culture. The course will focus not only on Yeats' poetry and drama, but on the great artists who preceded and followed him. Poetry, fiction, and drama, as well as art, music, and film, will be considered as part of this course, including some of the following. Poetry: *Selected Poems*, W.B. Yeats; *Opened Ground*, Seamus Heaney; *The Water Horse*, Nuala Ni Dhomhnaill. Fiction: *The Year of the French*, Thomas Flanagan; *Reading in the Dark*, Seamus Deane; *Castle Rackrent*, Maria Edgeworth. Drama: *Selected Plays*, W.B. Yeats; *The Playboy of the Western World* and *Riders to the Sea*, J.M. Synge; *Waiting for Godot*, Samuel Beckett; *Translations*, Brian Friel. Film: *Michael Collins* (director, Neil Jordan), *The Field* (director, Jim Sheridan), *Cal* (director, Pat O'Connor). (Mr. O'Connor)

ENGL-550G/2 Ode to Music

Four class periods. Open only to Seniors and Uppers. "If music be the food of love, play on..." From Shakespeare through the moderns, writers have found music the most expressive of the arts, a medium we turn to for solace and in which we drown our sorrows and recover joy. Literature uses music for background and color, analogue and allusion; sometimes it will attempt to imitate music, incorporating its forms and rhythms, aspiring to the state of music. We will study literature in which music figures, and we will work to understand the range and depth of the interrelationships. Particular motifs: Faust and Don Juan, love and death, the transformative and redemptive powers of music. Readings will include Marlowe's *Doctor Faustus*; Shakespeare's *Midsummer Night's Dream*; Joyce's *The Dead*; Shaw's *Man and Superman*; T.S. Eliot's *Four Quartets*; Baldwin's *Sonny's Blues*; and Sondheim's *Into the Woods*, as well as poems

and excerpts from Dryden, Coleridge, Byron, Dickinson, Yeats, Fitzgerald, Woolf, Stevens, and Ellison. Students will keep a journal, write critical papers, and participate in the composition of a short musical or opera. **This course is designed to be taken concurrently with Music 380, Words and Music.** (Dr. Fan)

**ENGL-560A/1 Great Themes
ENGL-560A/2 from America: Land,
ENGL-560A/3 Conflict and War, Family**

This course is a study of fiction, poetry, and nonfiction in which men and women struggle for identity and self-realization in a world of change and cultural upheaval. The readings for each term, drawn from a variety of cultures, will be organized on central motifs (fall: The Land; winter: Conflict and War; spring: Family) and students will trace connections between the nature of ideas and the forms of expression. Texts may include: Thoreau, *Walden*; Faulkner, *The Bear*; Cather, *O Pioneers!*; MacLeod, *Island*; Hemingway, *A Farewell to Arms*; O'Brien, *Going After Cacciato*; McCarthy, *Blood Meridian*; Faulkner, *The Unvanquished*; Kennedy, *Very Old Bones*; and Morrison, *Jazz*. (Mr. Stableford)

**ENGL-560D/2 Modern American
Literature
Rosebud: The Restless
Search for an American
Identity**

As a culture we have always been fascinated by identity, by quests to forge one or by the machinations to invent one. American artists Edward Hopper, Robert Frank, and Beverly Buchanan, for example, reflect observations of self and describe the identity of others relative to the world around them. Many of our enduring American works of literature and film, such as *The Great Gatsby*, *The Catcher in the Rye*, and *Citizen Kane*, center on the search for self. For most of us, the search for identity is an unending process in a constantly changing, more global America. This exploration will be brought into focus through film, literature, and the visual arts in a two-credit multidisciplinary course. Students will be required to write papers, lead discussions, view weekly films (scheduled in addition to the four class periods), and present projects shaped from their evolving ideas about identity. Possible texts: *Continental Drift*, Banks; *The Awakening*, Chopin; *The Dangerous Lives of Altar Boys*, Fuhrman. Films: *The Last Picture Show*, *Elephant*; *Food, Gas and Lodging*. Students who take *Engl-560D* must also take *Art 420*. (Mr. Bardo)

ENGL-560E/3 Literature and the Suburb

In the new millennium, most Americans live in the suburbs, and those who do not live in the suburbs occupy urban and rural areas that increasingly reflect a suburban influence. We have become a suburban nation. What does it mean to be suburban? What has the suburb done to or with our culture?

In this interdisciplinary course, we will determine how, if at all, a social and demographic phenomenon so disdained by so many critics could ever produce anything of genuine artistic worth. Our texts will include stories and novels by John Cheever, Joyce Carol Oates, and Richard Yates; films by Bryan Forbes, Ang Lee, and Sam Mendes; and poems, paintings, television sitcoms, and selections from various works of historical, sociological, and cultural study. (Mr. Domina)

**ENGL-560F/1 An Introductory Survey
ENGL-560F/2 of African-American
ENGL-560F/3 Literature**

This seminar course offers an overview of African-American literature through reading and writing assignments, discussions, student-led seminars, and visiting lecturers on art, music, and history. Trips to museums and to jazz or blues club performances enhance the students' appreciation of cultural contexts. In their end-of-term projects, which may be literary or more broadly focused in African-American art or history, students pursue interests developed during the term, but their projects may focus beyond the literary periods covered in a particular term. The fall term focuses on the vernacular tradition (from worksongs to rap), on the literature of slavery and freedom, on the literature of Reconstruction, and on the literature of the New Negro and the early years of the Harlem Renaissance. In the winter, students read the literature of the later years of the Harlem Renaissance and African-American expressions of realism, naturalism, and modernism. In the spring, Black Arts Movement and African-American literature since 1970 are the foci of the course. (Mr. Sykes)

ENGL-560G/1 Literature of the Civil War
Historian Shelby Foote said, "Any understanding of this nation has to be based on an understanding of the Civil War." But how can one possibly understand the Civil War? Since the conflict began, countless Americans have tried to make sense of it—through letters, journals, memoirs, photographs, songs, poems, novels, films, and histories. In this course, we will

attempt to reach some understanding of the Civil War and its legacy. Although our approach will necessarily be interdisciplinary, our principal focus will be the various literature of the war.

The writers we study will most likely include, but not be limited to, Frederick Douglass, William Faulkner, Abraham Lincoln, Margaret Mitchell, Toni Morrison, Robert Penn Warren, Walt Whitman, and C. Vann Woodward. (Mr. Domina)

**ENGL-570/3 The Play's the Thing:
Advanced Shakespeare**

While most of us meet Shakespeare in a book, his true home is on the stage. The course will cover three plays in depth, and close reading and textual analysis will be our primary focus. Emphasis will also be placed on learning to direct, stage, and speak Shakespeare "trippingly on the tongue," so that we can appreciate and learn from the Bard the way he intended. (Ms. Curci)

**ENGL-571A/1 The Short Novel:
ENGL-571A/2 Risk and Romance**

This course uses a mix of seminar classes, films, and regular, individual student-teacher conferences to examine experimental short novels from around the world. Students learn to draw conclusions about the artistic and social forces that gave rise to these novels. Each term draws comparisons among works by Vonnegut, Mann, Joyce, Walker, Puig, Rulfo, Enchi, Duras, Achebe, Hemingway, McCullers, Camus, Salinger, Garcia, and others. (Mr. Pepper)

**ENGL-571B/3 Fresh Fiction: Advanced
Writing Workshop in
Contemporary Storytelling**

This course is open to students who have successfully completed a creative writing course or who have an abiding enthusiasm for composing fiction.

Inspired by the freshest voices in fiction and screen writing today, this workshop allows writers to explore the artistic and thematic frontiers of contemporary storytelling. Over the course of the term students will work to create their own collections of stories or a novella. Gutsy stories, original characters, and vigorous editing/rewriting are our aims. Companion readings from writers like Zadie Smith, Chang Rae Lee, Sandra Cisneros, Khaled Hosseini, Nathan Singer, Bobbie Ann Mason, the Coen Brothers, and Jim Jamusch will offer inspiration. (Mr. Pepper)

**ENGL-572/1 The Essential Gesture:
A Study of Resistance in
Literature and Film**

The range of human capacity for cruelty and compassion, cowardice and heroism, blindness and vision has marked the 20th century and continues to unfold before us. From South Africa to Bosnia and from China to the United States, experiences of suffering, resistance, and hope raise important issues of human responses to political and social oppression. What are the origin, nature, and purpose of suffering? What are the sources of individual and collective resistance? Is hope futile in the face of escalating violence? By looking through the multiple lens of philosophical texts, literature, and film of particular global struggles (scheduled in addition to four class periods), we shall explore these and other questions in a seminar format. This is a multidisciplinary, two-credit course, so students who take *English 572* must also take *Philosophy and Religious Studies 450*. Texts may include: *Imagining Argentina*, *Waiting for the Barbarians*, *Man's Search for Meaning*, and *In the Time of the Butterflies*. Films may include *The Official Story*, *A Dry White Season*, and *Death and the Maiden*. (Mr. Bardo)

**ENGL-573/1 History and the Novel
ENGL-573/2
ENGL-573/3**

This course, while moving chronologically, emphasizes the ways in which the novelists we study reflect either their own or an earlier time. FALL TERM—Jane Austen and the Threat of the Modern. Modern readers tend to find Jane Austen's world very tranquil, yet she lived in the midst of revolutions: the American, the French, the Industrial, and the Romantic. We will read *Northanger Abbey*, *Pride and Prejudice*, *Emma*, and *Persuasion*, and consider in particular Austen's response to Romanticism and to the changing social structure.

WINTER TERM—Charles Dickens and the City. The city, which Wordsworth believed a threat to the imagination, has, oddly enough, inspired some of the most visionary novelists. Our major work for this term will be *Bleak House*, the novel many readers consider Dickens' greatest, an extraordinary blend of comedy, gothic mystery, and social protest, told through an intersecting double narrative. We will also study paintings and photography of London and read poetry by Wordsworth, Blake, and Eliot.

SPRING TERM—Haunted by War: William Faulkner and Virginia Woolf. Though his subject was the distant Civil War and hers the

recent First World War, Faulkner and Woolf both developed innovative narrative techniques in the 1920s to present the world of characters haunted by the direct and indirect effects of war. This term, we will read Faulkner's *The Unvanquished* and *The Sound and the Fury*, and Woolf's *Mrs. Dalloway*. As time permits, we will also read from letters, diaries, and interviews. (Dr. Fulton)

ENGL-576/1 Journalism **ENGL-576/3**

This course on print journalism recognizes the challenges all journalists face in their efforts to be fair and also accurate as they struggle to gather information and churn out lively copy under deadline pressure. The course is designed to teach essential journalistic judgment, basic skills for gathering and verifying news, and interviewing and writing techniques. Students will receive weekly assignments on deadline for news articles, feature stories, columns, and editorials, and all students will work as both reporters and editors as the course progresses. Weekly lectures will cover significant events in the history of journalism, First Amendment issues, current events, and concerns in both print and electronic journalism, and will include discussion of fairness, objectivity, transparency, independence from faction, intellectual honesty, and diversity, among other important topics. The core text, *The Elements of Journalism* by Bill Kovach and Tom Rosenstiel, will be supplemented with information and exercises on www.Newseum.org, the Freedom Foundation's Museum of News Web site. Andover alumni currently working as professional journalists will be enlisted for guest lectures and to edit students' articles.

Journalism in the spring continues the work from fall term; however, the spring course is open to all and no experience is necessary. The course begins with a brief overview of significant current events in American journalism before turning to the study of advanced skills in reporting, writing, editing, and shooting photographs for newspapers. The emphasis spring term will be on in-depth feature stories, news packages, and investigations. Students with journalism experience will initially act as editors for newcomers to the field.

Readings for the course are the *New York Times*; the *Boston Globe*; excerpts from the *News About the News*, by Leonard Downie Jr. and Robert Kaiser; *Naked in Baghdad*, by Anne Garrels; and *The Elements of Journalism*, by Bill Kovach and Tom Rosenstiel. Films will include *Absence of Malice*, *All the President's Men*, *The Year of Living Dangerously*, and *Silkwood*.

Distinguished alumni and professional journalists will offer guest lectures. (Mr. Braille)

ENGL-577/2 The Literature of Travel Writing

WINTER TERM—The British scholar Paul Fussell writes that "successful travel writing mediates between two poles: the individual thing it describes, on the one hand, and the larger theme that it is 'about,' on the other. A travel book will make the reader aware of a lot of things—ships, planes, trains, donkeys, sore feet, hotels, bizarre customs and odd people, unfamiliar weather, curious architecture, and risky food. At the same time, a travel book will reach in the opposite direction and deal with these data so as to suggest that they are not wholly inert and discrete but are elements of a much larger meaning, a meaning metaphysical, political, psychological, artistic, or religious—but always, somehow, ethical."

In the course, students will read excerpts from travel literature over time and write three travel essays of their own. Writers will include Herodotus, Pausanias, Marco Polo, Christopher Columbus, Lady Mary Wortley Montague, Charles Darwin, Charles Dickens, Ralph Waldo Emerson, Mark Twain, Freya Stark, D.H. Lawrence, Jack Kerouac, V.S. Naipaul, Paul Theroux, Margaret Atwood, Annie Dillard, and David Foster Wallace.

ENGL-578/1 Feasts and Fools: **ENGL-578/2 Revelers and Puritans** **ENGL-578/3 in Literature and Life**

This course examines what Jean Toomer called "the good-time spirit" and its opposite, as manifest in major literature, including drama and film. Along with critical writing on literature, the students occupy themselves with parties and festivities in their lives, as well as in other cultures. Personal essays may lead to anthropological, architectural, performative, and semiological research projects, creative writing, and reports. Texts have included *Mrs. Dalloway*, *Sir Gawain and the Green Knight*, *Love in the Time of Cholera*, *Vile Bodies*, *Like Water for Chocolate*, *The Custom of the Country*, *A Year in Provence*, *House of Sand and Fog*, selected short stories, and poetry. Films include *Babette's Feast*, *Much Ado About Nothing*, and *Table Manners*. (Dr. Wilkin)

ENGL-581/3 Contemporary American Poetry

This course will introduce students to poets and movements that have shaped the direction and contours of American poetry since World War II. We start with a study of the Beat Movement, and then explore the so-called "schools" of poetry

—Black Mountain, New York, Confessional, et al. The course finishes with an exposure to poetry that is happening right now, which includes bicultural and multicultural poets. Most class time will be spent deriving themes through discussions of poets, poems, poetic movements, criticism, and theory. Poets include Ginsberg, Corso, Kerouac, Dylan, Waldman, Bukowski, Creeley, Olson, Levertov, Ashbury, O'Hara, Lowell, Plath, Berryman, Bishop, Rich, Dove, Hass, Kinnell, Hogan, Nye, Springsteen, and Colvin. (Mr. Tortorella)

ENGL-582/3 Contemporary Caribbean Literature: Better than Spring Break in Jamaica

Bearing a historical legacy of slavery and colonialism, the Caribbean today is viewed by many people as a tourist paradise, a place to relax and have "fun in the sun." Nevertheless, the fact that, in recent years, the Nobel Prize in Literature has been awarded twice to Caribbean authors (St. Lucian Derek Walcott and Trinidadian V.S. Naipaul) is an important indicator of the quality of the cultural production in this archipelago. In this course, we will examine Caribbean literature from various islands, investigating their significance as representatives of a "common" (?) Caribbean experience. Through our responses to different literary texts (novels, plays, poems, essays) as well as to film and music from the region, we will ponder the issue of identity (both individual and collective), trying to articulate what it means to be "Caribbean" nowadays. Writers include Aimé Césaire, Derek Walcott, Jacques Roumain, Jamaica Kincaid, Julia Alvarez, Rosario Ferré, Esmeralda Santiago, Simone Schwarz-Bart, and V.S. Naipaul. Films: *Sugar Cane Alley*, *Strawberry and Chocolate*. The course includes a service-learning component with the Dominican and Haitian immigrant communities in Lawrence. (Dr. Vidal)

ENGL-583/1 Writers in Depth **ENGL-583/2** **ENGL-583/3**

The writers for 2006–2007 are Ernest Hemingway and F. Scott Fitzgerald, two immensely popular figures who, with Faulkner, defined and critiqued the social order of their day. The course examines these writers as they perceived themselves and were perceived by others. Students learn of the artistic and societal influences on their short stories, novels, and memoirs, with the central question being what their writing means to us. We will also consider what their biographers and critics have said

about them. Students will keep a journal on their reading and class discussion, write frequent short papers, conduct a seminar, and do a term project. Hemingway texts: *In Our Time*, *The Sun Also Rises*, and *A Moveable Feast*; Fitzgerald texts: *The Great Gatsby*, *The Last Tycoon*, and *Babylon Revisited and Other Stories*. (Ms. Kelly)

ENGL-585 Creative Writing: Poetry (F-W-S)

This course is for students committed to reading and writing poetry. Students will be asked to write about poetry in addition to composing their own poetry. Although students are not expected to submit portfolios or samples of their work to qualify for this class, they must be serious about writing poetry. Previous experience helps, but it is not necessary. (Mr. Lychack)

ENGL-586 Creative Writing: Fiction (F-W-S)

This course is for students committed to reading and writing short fiction. Students will be asked to write about short fiction in addition to composing their own short fiction. Although students are not expected to submit portfolios or samples of their work to qualify for this class, they must be serious about writing fiction. Previous experience helps, but it is not necessary. (Mr. Lychack)

ENGL-587/2 Neither Fear Nor Courage: Modernism Across the 20th Century

In the waning hours of the Belle Époque, under the calamitous shadow of a devastating world war, the advent of the 1900s in Europe and America witnessed a profound change in the established social order. A breach of faith in the ability of traditional literary modes to represent the dissonance of modern life ensued. In this course we will examine stories of character in crisis; the modern hero's struggle to find moral order and certainty in a world that no longer makes sense according to conventional structures of meaning. From the birth of modernism through its recent legacy, we will read fiction and poetry that seek new ways of conceiving the human self as a creature of alienation and longing.

FALL TERM—(Not offered in 2006) We will read masterpieces of high modernism written in English, including *The Waste Land*, by T.S. Eliot; *To The Lighthouse*, by Virginia Woolf; and *Absalom, Absalom!*, by William Faulkner.

WINTER TERM—We will move beyond the Anglo-American tradition to works not originally written in English, culled from later moments in the 20th century. Works include poetry by Andre Breton; *One Hundred Years of Solitude*, by

Gabriel Garcia Márquez; and *Soul Mountain*, by Gao Xingjian. (Ms. Tousignant)

ENGL-590A/3 Mirror, Mirror: Images of Women—and of Men, Too

In reading literature we look for ourselves. The images of men and women we encounter reflect ourselves, and they recast us: our views of male and female ideals, our standards for sexual interaction. Through the study of novels, poems, plays, and film, we will sort through various and conflicting images of men and women, looking for what seems true and false in society and in ourselves. We will begin with the Cinderella story, reading *Jane Eyre* and *David Copperfield*, screening excerpts from *Pretty Woman*, *Rebecca*, *Rocky*, *Coming Home*, and *The Karate Kid*. Then we will consider the battle of the sexes, reading poetry through the ages as well as plays (Maugham's *The Constant Wife* and Albee's *Who's Afraid of Virginia Woolf?*), and *The Color Purple*, and screen excerpts of *The Color Purple*, with clips from *Adam's Rib*, *Psycho*, *Goldfinger*, *Dangerous Liaisons*, *Diva*, and both *La Cage aux Folles* and *The Birdcage*. Students will keep a journal, write in-class paragraphs and critical papers, and write a film treatment and screenplay excerpt. (Dr. Fan)

ENGL-590B/1 Relic and Ritual: Renewal in the Mythic Past and Future

Myths give the world meaning: They connect us to a mysterious primal past and, recast in fantasy and science fiction, they provide visions for our future. From Anglo-Saxon legend to Shakespeare, from Victorian poetry to modern novels and films, we will trace this search for meaning and identity in the quests for sacred objects, and we will look at how we seek renewal in the rituals embedded in our fictions. Readings include Seamus Heaney's translation of *Beowulf* and related poems by Heaney; Shakespeare's *Antony and Cleopatra*; Tennyson's *Idylls of the King*; Eliot's *The Waste Land* and *The Four Quartets*; John Gardner's *Grendel*; and Leslie Silko's *Ceremony*. We will view excerpts from the *Indiana Jones* series and consider also (fleetingly) the twin phenomena of *Harry Potter* and *Lord of the Rings*—as well as examine heroes like Superman and Batman, and James Bond, not to mention Luke Skywalker, and the captains of the starship Enterprise. Once a week we will visit the Peabody Museum, and we will acquaint ourselves with the museum's collection, working to achieve an anthropological and archeological perspective. Students will keep a

journal, write in-class paragraphs and critical papers, and write a fictional narrative involving an object from the Peabody. (Dr. Fan)

ENGL-591/2 The Novel After Modernism

In the middle of the 20th century, writers began to move past both the period and the styles that we still call "modern." What does it mean for a novel to be past modern? Postmodern? Past postmodern? Can a contemporary novel still be a modern novel? In this course we will study the recent progress of the novel genre. We will read aggressively, studying four or five novels whose authors may include Russell Banks, J.M. Coetzee, Robert Coover, Don DeLillo, Joan Didion, Ralph Ellison, Gabriel Garcia Márquez, Cormac McCarthy, Toni Morrison, Vladimir Nabokov, Joyce Carol Oates, Thomas Pynchon, Philip Roth, José Saramago, and Zadie Smith. (Mr. Domina)

ENGL-592/3 A Hard Rain: An Interdisciplinary Senior Seminar

This two-credit course will examine through literature, film, art, and music, various social and political movements that emerged during the 1960s in America as the country fought an internally divisive war in Vietnam. Students will be responsible for leading discussions and assignments that include written work, art projects, and a final presentation that responds to the course's themes. Readings include *The Things They Carried*, *American Pastoral*, and essays, poems, and other selections from *The Portable Sixties Reader*. Weekly films (viewed in addition to regularly scheduled classes) include: *Atomic Café*, *Hearts and Minds*, *Far From Heaven*, *Full Metal Jacket*, *Bamboozled*, and *The Graduate*. Students must also enroll in *Art 440*. (Mr. Bardo)

ENGL-593/2 Play Writing

Each student is expected to write at least one one-act play in addition to certain exercises in monologue, dialogue, and scene-setting. The class reads aloud from students' works in progress while studying the formal elements in plays by important playwrights and reading selected literary criticism focused on drama. (Mr. Heelan)

History and Social Science

The study of history and the social sciences provides certain kinds of knowledge, skills, and understanding fundamental to a liberal education. An understanding of the American past continues to be a prerequisite for a participating citizen in a constitutional republic. Vital though such study is, an understanding of our nation alone is not enough. The examination of other cultures around the globe is crucial for broadening a student's understanding of an interdependent world. The Department of History and Social Science therefore integrates the study of international cultures throughout its program. Detailed information on the department, faculty, courses, and other aspects of history and social science may be found at <http://www.andover.edu/history>.

DIPLOMA REQUIREMENTS

Entering four-year students must successfully complete seven terms of departmental study. *History 100* is required for virtually all ninth-graders. For these students, a trimester of *History 200*, taken in the 10th grade, and three terms of U.S. history (*History 300/4* or *300/5* and *310*) complete the department's requirement. Students entering as 10th graders must successfully complete four terms of departmental study: a term of *History 200* taken in 10th grade, and three terms of U.S. history as described above. Students entering as 11th graders must successfully complete three terms of U.S. history as described above, or, if given credit by the department chair for a U.S. history course taken previously, three terms of other courses in the department. Students entering as 12th graders and postgraduates are strongly encouraged to take courses in history and social science but are not required to do so *unless* (1) the department deems their previous preparation inadequate, in which case they will be required to complete a term of departmental study; or (2) they took U.S. history in ninth or 10th grade, for which the department ordinarily does not grant credit.

For one-year international students, the diploma requirement is the completion of three trimesters of history, starting with *History 320*.

Exceptional 10th graders, if they have completed at least two terms of history-social science with distinction, have made an outstanding score on the school's History Qualifying Test, have received permission from the department

chair, and have been approved by the Academic Council, may take *History 340/0*, the yearlong course in modern European history.

The Department of History and Social Science grants no credit for summer study, including work completed at the Phillips Academy Summer Session.

PLACEMENT

The department is dedicated to placing students in the appropriate level of history study. Such placement is ordinarily done by departmental review of a student's previous record. For a number of students (certain Juniors and Lowers during spring term, and many new Uppers, Seniors, postgraduates, and international students during the orientation period in September), proper placement requires taking the History Qualifying Test (HQT). The HQT is one of several aids the department employs in making placements; no student is placed on the basis of the HQT alone.

On the basis of their previous academic record in history and social science and other subjects, some students may be advised to wait to begin the U.S. history sequence—a term (begin in January), or a year (begin the following September).

Whether so advised by the department or not, all students and their advisors should understand that there is no requirement that students begin U.S. history during the Upper year. Indeed, many students with strong interests in other areas may find it to their advantage to postpone completion of the history and social science diploma requirement until Senior year.

In all cases, final individual placement is determined by the department chair.

Phillips Academy Archive

The Department of History and Social Science encourages the use of the Academy's extensive archival collection. For students who have completed *History 300* or *310* and are interested in pursuing work with the raw materials of history (including oral history), the Academy archivist offers a unique tutorial-research opportunity on some aspect of the history of Phillips Academy or Abbot Academy. Students undertaking archival study for credit should apply for an Independent Project through the dean of studies.

REQUIRED SEQUENCE IN WORLD HISTORY

Four-year students are ordinarily expected to complete *History 100* and *History 200* before enrolling in other courses in the department. Three-year students must complete *History 200* before enrolling in other courses in the department. Lowers seeking to qualify for admission to *History 340* may attempt to do so by taking the HQT described above. Those Lowers seeking to postpone *History 200* for academic reasons must consult with their advisors and petition the office of the dean of studies.

HIST-100/0 World History 1000–1550: When Strangers Meet (a yearlong commitment)

Four class periods per week. *When Strangers Meet* explores and connects key episodes in world history that contributed to the emergence of a global network. The course begins with the rise and reach of Islam, then examines the Mongol empire, and ends with the rise of European nation states and their subsequent competition overseas. By delving into specific stories, from Mansa Musa's pilgrimage to Mecca, to Marco Polo's appointment to the court of Khubilai Khan, to the first interactions between European explorers and Native Americans, students examine the political, social, and cultural forces that shaped the development of society from 1000 to 1550. An equally important objective of the course is to hone the skills of historians and social scientists: the abilities to think objectively; to read and evaluate primary documents and secondary materials; to organize outline notes; to distinguish between more and less important evidence to employ in written and oral argument; to use library research tools; and to utilize a variety of textual, visual, statistical, and physical materials to understand and explain the past.

HIST-SS200 The Early Modern World (F-W-S) 1500–1800

Four class periods per week. For Lowers. Focusing on developments in both the Western and non-Western worlds, this course offers an interregional perspective on the period 1500–1800. The course examines the economic competition that drew the nations of Europe into Asia, Africa, and the Americas. Through close scrutiny of two case studies, the trades in spices and slaves, students will probe the intertwining of personal, political, and economic relations that developed during this time. As in *History 100*, a central aim of the course is to enhance student development of the central

skills of historical analysis and exposition. Particular emphasis will be placed on the skills of critical reading and historical writing.

REQUIRED SEQUENCE IN UNITED STATES HISTORY

HIST-300/4 The United States (T2) **HIST-300/5 (a two-term commitment)**

Four class periods. For Uppers and Seniors. This course, along with *History 310*, completes the department's diploma requirements. The sequence emphasizes three goals: a survey knowledge of American history through the Great Depression; the acquisition of skills by daily exercises in reading, note-taking, and writing; and in-depth study of organizing themes.

HIST-310 The United States **(F-S)**

Four class periods. For Uppers and Seniors. Students must take *History 310* in the term immediately following their completion of *History 300*. The focus is on the United States during and after World War II. **Prerequisite:** successful completion of *History 300/4* or *300/5*.

Students completing this course who wish to take the College Board Advanced Placement examination should check with their teachers, since extensive review is required.

HIST-320/4 Topics in United States **History for International** **Students (T2)** **(a two-term commitment)**

Four class periods. A course for entering Seniors for whom English is a second language. The content does not follow a chronological survey, but rather focuses on key questions and issues in United States history. These include how a "democracy" emerged in America, the enduring dilemma of race and ethnicity, the rise of the American economy, and America's role in the world. The course emphasizes writing and language skills by gradually increasing the complexity of assignments and the amount of reading. The intention of this course is to recognize the particular needs and strengths of these students.

SURVEY OF MODERN EUROPEAN HISTORY

HIST-340/0 Modern European History **(a yearlong commitment)**

Four class periods. This course is open to exceptional Juniors and Lower (via HQT results and with permission from the department chair) and to Uppers. The course has proven to be good preparation for the Advanced Placement examination in European history. Successful completion of this yearlong course, together with a year of U.S. history (*History 300-310*) and *History and Social Science 100* for four-year students, satisfies the department's diploma requirement.

The fall term consists of background survey of the 16th, 17th, and 18th centuries, with particular emphasis on the political, economic, and intellectual revolutions that helped to mold the modern world. The focus of the winter term is the period 1800–1914, with continuing attention given to the shaping of modern thought, the emergence of the nation-state, and the effects of industrialization. In the spring term, the course covers topics in 20th century Europe: the two World Wars and their effects, the nature of totalitarianism, and the Cold War and its aftermath. Reading is from primary and secondary sources, as well as fiction. Maps and visual materials are used where appropriate. (Mr. Quattlebaum)

HIST-SS480 Disease and Medicine in **(F) the United States:** **Pox and Pestilence**

Four class periods per week. Open to Uppers and Seniors. In recent years, historians have begun to understand the impact of disease on the human story and have incorporated it into the more traditional narratives. In common with other parts of the world, the history of the United States has been profoundly influenced by infectious disease. In this course we invite you to come along on a multi-disciplinary journey to explore the impact of disease on the American experience in the 19th and 20th centuries. After exploring the pre-contact situation in the Americas, we will focus on syphilis, smallpox, bacterial sepsis, cholera, yellow fever, malaria, tuberculosis, influenza, polio, HIV/AIDS, and bioterrorism agents such as anthrax. Students will research the role these diseases played in the social, military, and political history of the United States together with the science and medicine that developed in response to them. This is a research seminar and students will use a variety of sources to write a term paper. There is no final examination.

ADVANCED COURSES

Advanced courses are open to students who have successfully completed at least one term of *History 300*. Each course has four class periods a week, unless noted otherwise. These courses may be taken for a term only, but students may choose to remain in two-term or yearlong elective sequences.

HIST-SS520 Economics I: **(F-W-S) Macroeconomics and** **the Global Consumer**

Four class periods per week. The course introduces students to the basic principles of macro- and microeconomics and their application and relevance to national and international public policy. Students examine the development of the contemporary global economy and use basic theoretical tools to analyze current issues. Classes consist primarily of discussions, although the course also employs role-playing, debates, guest speakers, films, and student reports on their term projects. Students completing this course are eligible to enroll in *History-Social Science 521* and/or *History-Social Science 522*.

FALL TERM—Limited to Seniors. Coupled with *Hist-SS521* in the winter, the fall course will prepare students to take both the macroeconomics and microeconomics AP exams.

WINTER TERM—Preference to Seniors. Students enrolling in *Hist-SS520* in the winter will be prepared to take the macroeconomics AP exam.

SPRING TERM—Preference to Seniors. Students seeking opportunities to develop a basic understanding of the discipline prior to attending college are encouraged to enroll, although those enrolling in the spring will not be prepared for an AP examination.

HIST-SS521 Economics II: **(W) Microeconomics and the** **Developing World**

History-Social Science 521 continues the introduction to economics begun in *History-Social Science 520*. Students utilize the basic principles learned in *History-Social Science 520* and study microeconomics, theory of the firm, the organization of markets, and the role of governments in all areas of the global economy. Special attention is given to development economics, resource markets, questions concerning racial and gender wage discrimination, and public sector issues such as health care and the economics of the environment. Students also study a range of economic development models and complete an applied research project using such models in

relation to a contemporary developing country. Classes consist primarily of discussions, simulations, problem sets, and guest lectures. **Prerequisite:** successful completion of *History-Social Science 520*.

HIST-SS522 Economics Research (S) Colloquium

This research colloquium investigates public policy issues in the field of economics. Topics include the debates over sustainable growth, tax reform, supply-side economics, labor organization, national industrial policy, pollution, population growth and welfare policy, and the ethical responsibilities of business. Classes center around discussion of individual students' works in progress; a term paper and presentation on an issue of choice are required. There is no final examination. **Prerequisite:** successful completion of *Hist-SS520*.

HIST-SS530 International Relations (F)

This course will introduce the student to international relations by investigating 20th century international affairs. We will examine the 20th century historical setting in order to understand emerging developments in various areas of the world. Events in Asia, Africa, the Middle East, Europe, and the Americas will be addressed as the current international situation unfolds. (Mr. Gurry)

HIST-SS531 Comparative Government (W-S)

This course introduces students to the world's diverse political structures and practices. A comparative study of six nations—Britain, Russia, China, Nigeria, Mexico, and Iran—serves as a core for the course. By examining the political implications of different types of social and economic development, students become familiar both with general political concepts and with a broad array of specific issues, and they are able to use their knowledge as a template for examining how other countries respond to global challenges. Students customarily chose whether to write an in-depth paper or take a final exam. The course does prepare students to take the AP examination in Comparative Government and Politics, though this is not its primary goal.

HIST-SS532/1 East Asia HIST-SS532/2

Each of these courses can be taken separately.

If taken as a sequence, they offer students a comprehensive introduction to three of the world's most important countries, the region they share, and their relations with the rest of the world. When practicable, these classes engage in collaboration with Chinese and Japanese classes, respectively.

FALL TERM (China)—Four class periods per week. Following a rapid survey of Chinese history, we concentrate on modern China since the early 19th century. Required reading includes traditional and online texts and/or selected articles and works of fiction chosen by students from an extensive booklist. There is a term-long film series, and students use an extensive intranet site as a resource and in daily assignments. Recent texts have included *The Search for Modern China* by Jonathan D. Spence, and works by Ha Jin and other contemporary Chinese authors. Students write a research or other major paper *or* a series of short essays. There is no final exam.

WINTER TERM (Japan and Korea)—This course offers a survey of Japanese history, an introduction to Japanese culture, and an intensive examination of modern Japanese and Korean issues. There is a term-long film series. Topics closely examined have included Japanese modernization, "Japan Inc.," "Japan: Economic Giant But Political Pygmy?" "Korea: The Forgotten War," "The South Korean Economic Miracle," and "North Korea: Starved, Armed, and Dangerous." Students read two required texts and choose a third from an extensive booklist. In recent years, required texts have been chosen from among *Japan's Postwar History*, by Gary D. Allinson; *The Two Koreas*, by Don Oberdorfer; *Inventing Japan*, by Ian Buruma; and *North Korea: Another Country*, by Bruce Cumings. Students have chosen from among *Learning to Bow*, by Bruce Feiler; *Norwegian Wood*, by Haruki Murakami; and *The Book of Masks*, by Hwang Sun-won. There is an extensive intranet site used as a resource and in daily assignments. Students write a research or other major paper *or* a series of short essays. There is no final exam.

HIST-SS533/1 The Middle East HIST-SS533/2

Each of these courses can be taken separately.

If taken as a sequence, they offer students a comprehensive introduction to a broad swath of the world in which Islam is the most widely practiced faith, and with which the United States is intimately—and increasingly—involved. Stretching from Morocco to Kashmir, from the Balkans to Sudan to the former Soviet Central Asian republics, this vast area includes the world's oldest crossroads in the heart of the Middle East and a contemporary cauldron of issues competing for our attention. (Mr. Drench)

FALL TERM (The Middle East Heartland)—Four class periods. The fall term concentrates on the interior Middle East and North Africa. We survey history from the dawn of Islam to the present day, then examine selected issues in depth. These issues have included the Israeli-Palestinian conflict, the Gulf War, statelessness, political Islam, terrorism, women and minorities, water and oil, the Iraq War and the post-9/11 world. The course features guest speakers, a film series, and opportunities for corresponding via e-mail with students in the region. During the term, students are assigned several books to read. Titles used in recent years include *Bad Moon Rising: A Chronicle of the Middle East Today* and *Jihad: The Trail of Political Islam*, both by Gilles Kepel; *The Arab-Israeli Conflict*, by Kirsten E. Schulze; *The Iraq War Reader*, edited by Micah L. Sifry and Christopher Cerf; and *Night Draws Near*, by Anthony Shadid. Other readings have included journal articles and primary documents. Andover's intranet and off-campus Internet sites are used extensively as resources and in daily assignments. Students write a research or other major paper *or* a series of short essays, and contribute weekly reports from online media sites they follow regularly throughout the term. There is no final exam.

WINTER TERM (The Greater Middle East)—Four class periods. The winter term concentrates on the area between the Persian Gulf and the borders of Russia and China. There is a historical survey highlighting major themes, followed by an in-depth investigation of modern and contemporary issues. These have included political Islam, Afghanistan's instability, Iran's revolutions and nuclear program, the partition of India and the Indian-Pakistani rivalry in its Kashmiri and nuclear dimensions, regional energy-related issues, and the emergence of Muslim-majority states in Central Asia following the breakup of the Soviet Union. There will be guest speakers, a film series, and, when possi-

ble, opportunities for e-mailing with students in the region. Students are assigned one book to read, and choose another title from a varied booklist that has included, among other titles, *Come Back to Afghanistan: A California Teenager's Story*, by Said Hyder Akbar and Susan Burton; *Chasing the Sea*, by Tom Bissell; *Reading Lolita in Tehran: A Memoir in Books*, by Azar Nafisi; *Holy War, Inc.: Inside the Secret World of Osama bin Laden*, by Peter L. Bergen; and *Charlie Wilson's War*, by George Crile. Andover's intranet and off-campus Internet sites are used extensively as resources and in daily assignments. Students write a research or other major paper or a series of short essays, and contribute weekly reports from online media sites that they follow regularly throughout the term. There is no final exam.

HIST-SS534/2 Africa and the World
HIST-SS534/3

WINTER—A brief history up to the 20th century. This course examines the history of Africa and the world from the standpoint of three commodities: water, gold, and rubber. We begin with water and its central role in the unfolding of the earliest civilizations along the Nile River, ancient Nubia, and relations with Egypt, 4000 to 1000 B.C.E. We move to gold, the engine of growth and power for the great West African kingdoms from 800 to 1500 C.E., and the relations these kingdoms had with Europe, the Middle East, and eventually India and China. We conclude with a look at the rule of rubber, a modern commodity that helped to spur one of Africa's tragic genocides as King Leopold of Belgium tried to capitalize in the Congo on global demand for automobile tires. As we examine history, every student will research a modern country. Open to Uppers and Seniors. **No prerequisites.** (Dr. Shaw)

SPRING—The modern challenge. Among the greatest achievements of the 20th century was the liberation of African countries from colonial rule. This course examines the modern history of the continent using the lens of economics. However, the course is designed for those who have not enrolled in formal economics courses but are interested in learning a few basic economic concepts. From the rationale for colonialism and the sharing in Europe of the "Magnificent African Cake" (1885–1945) through the heady promise of growth and development with independence (1945–1980) to the current challenge of debt, aid, and the question of post-colonialist dependency

(1980–present), we will look at all three stages of modern history on the continent. Students will research one topic in depth. Open to Uppers and Seniors. **No prerequisites.** (Dr. Shaw)

HIST-SS535 Latin American Studies
(not offered in 2006–2007)

Four class periods. This course surveys Latin American civilization, seen through its history, literature, and culture, from pre-Columbian times to the present.

FALL TERM—focuses on the Mayan, Aztec, and Incan civilizations, the Spanish and Portuguese conquests, and the origins of present-day institutions and cultural patterns in the Iberian colonial period.

WINTER TERM—examines Latin America's movements of independence from Spain and Portugal, and then traces the emergence of political leadership patterns, the influence of the military, the role of the church, and the functions of class, gender, and race in 19th century Latin American societies.

SPRING TERM—concentrates on major political, social, and economic themes of the 20th century. The Mexican, Cuban, and Nicaraguan revolutions, the causes and results of the wide social and economic gap between the classes, the U.S. role in Latin American affairs before, during, and after the Cold War, and the region's place in a global economy are important components of this term.

Although each term may be taken independently, students with a keen interest in Latin America may choose to take two or three terms without fear of redundancy. Selected current events topics are pursued during the fall. This emphasis intensifies during the winter and becomes a major component of the spring syllabus. Films and literary works are used to portray how Latin Americans view their own reality.

HIST-SS536 Topics in European History
(not offered in 2006–2007)

For Seniors; not open to those who have taken *History 340*. Four class periods. The study of Europe in this setting will follow the broad scheme of organization presented in *History 340*. Selected topics may be given greater attention than they receive in a survey course. Students wishing to prepare for the College Board Advanced Placement examination should confer with the instructor early in the fall term.

HIST-SS537 Ancient History
(not offered in 2006–2007)

Four class periods. Each term of the course covers a unit of Greek and Roman history from the Minoan Period to the beginning of the Medieval Period. The fall term survey of Greek history, ending with the empire of Alexander the Great, makes full use of the Perseus Project: An Interactive Curriculum on Ancient Greek Civilization, a program incorporating the use of microcomputers with compact disks and video laser images. No experience in the use of computers is required. The winter term covers the period from the beginning of Rome until its transition from Republic to Empire; the spring term covers the Roman Empire until its transition to the Medieval Period.

HIST-SS570 United States Race Relations
(not offered in 2006–2007)

This seminar focuses upon the myth of the melting pot and examines the forces that have made race a continuing theme in politics, economics, and social interactions. Students analyze opposing viewpoints of recognized experts in the field of race relations and examine definitions of race, ethnicity, prejudice, discrimination, and racism. To enhance communications, definitions of diversity and multiculturalism are examined and refined. Students are encouraged to discover impediments to positive race relations and to develop ways to facilitate greater understanding and respect among the several races that constitute the population of the United States. A major project paper is required as the culmination of the term's work. There is no final exam.

HIST-SS571 Issues in Gender Relations (W)

How does your moment in history shape your sexuality and your identity as a man or a woman? How does your culture shape those same aspects of your self? How do differences of gender create cross-cultural misunderstanding? Who decides what is feminine or masculine? How have mass media shaped our beliefs about gender? This course will include reading, discussions, films, guest speakers, and a final research project. There is no prerequisite and there is no final examination. (Dr. Rotundo)

**HIST-SS572 Nuclear Power and
(W) Weapons: Proliferation
and Response**

This seminar follows the evolution of and reaction to atomic energy and The Bomb, from the discovery of fission in 1938 on Otto Hahn's table in Nazi Germany, to Hiroshima, the Cuban missile crisis of 1962, the START talks, SDI and Chernobyl in the 1980s, and the increased danger of proliferation and nuclear terrorism after the Cold War into the 21st century. Historians, chemists, physicists, political scientists, and journalists are among those who tell the story in lectures, documents, and secondary accounts. Readings include: Sheldon Stern, *The Week the World Stood Still*; Richard Smoke, *National Security and the Nuclear Dilemma*; and *Bulletin of Atomic Scientists* articles (2006–07). The course entails class seminars, field trips, films, readings, a research project, a period test, and a final examination. (Mr. Quattlebaum)

**HIST-SS573 Urban Studies
(not offered in 2006–2007)**

Urban Studies is both an academic and a service learning course, with each part informing and enlarging the other. The course explores the history and present shape of the nearby “immigrant city” of Lawrence and examines its people and their special situation in the context of broader historical, social, and economic urban issues. It will also introduce developmental psychology, curriculum development, and group skills. *Urban Studies* students will engage in internships in a Lawrence school. Beyond the core course work, reading, writing, and discussion will be tailored to support the specific internship tasks. The course will culminate in an exhibition to synthesize the multidisciplinary academic work and the active internship learning. *Urban Studies* is a double course, counting for two credits. It is primarily for Seniors, who should apply to the instructor early in the winter term, although interested Uppers may apply.

**HIST-SS574 Expansion and Indian
(F) Policy in 19th Century
America: “Kill the Indian,
Save the Man”**

In this course, students will explore the dramatic and often tragic events that accompanied the rapid expansion of white America in the 19th century. With the Louisiana Purchase in 1803, Thomas Jefferson hoped to realize his dream of expanding the United States. The journeys of Lewis and Clark and other explorers helped open up the continent and make the dream a reality. The remarkably rapid expansion of white America permanently altered the way of life for native peoples as they faced intrusion into their traditional homelands. Throughout the 19th century the white government developed policies to deal with the “Indian problem,” from assimilation to removal, from reservations to allotment. In this course, students will examine these policies and the race theories that underpinned them. How influential, for example, was the measurement of human skulls by Samuel Morton for his *Crania Americana*? What did it mean to “kill the Indian and save the man?” And how, then, could white officials justify the destruction of the buffalo in the name of progress? Students will use the collections at the Peabody Museum, together with traditional written source materials, to uncover white and Indian perspectives as the continent came under the control of the U.S. government. (Mrs. Doheny)

**HIST-SS575 Six Lives of the 19th
(S) Century: Searching for
Salvation in the Fight
Against Slavery**

Honors/Pass/Fail. This seminar explores the 19th century American antislavery movement through the lives of six prominent figures: Frederick Douglass, William Lloyd Garrison, Angelina Grimke, Harriet Beecher Stowe, Sojourner Truth, and Theodore Dwight Weld, each of whom came to Andover Hill at one time or another—either as a resident or a visitor. We will consider the religious fervor that led up to the abolitionist movement and the sweeping array of reform movements that took place alongside abolitionism. The stories of these six remarkable characters will serve as our basis for understanding abolitionism in all its intensity and complexity. Finally, we will consider what role less famous people played in the movement by using a case study even closer to home: the 1835 “antislavery rebellion” at Phillips Academy. Among the questions we will address are: What was it about this era in American history that

spawned so many passionate efforts to improve the world? What motivates people to devote their lives to a crusade like antislavery? To what degree do the abolitionists deserve credit for bringing about the end of slavery? Can an individual life change the course of history?

Both secondary sources and extensive primary sources (especially the writings of the six historical figures) will be used. Students will be asked to write several short papers and undertake independent research. Informed class participation will be a vital part of assessment in this seminar. (Mrs. Chase)

**HIST-SS576 The Great War, 1914–1919:
(W) Triumph and Tragedy**

Starting with the deceptively simple question: Who fought whom and why?, this seminar will study World War I in both geopolitical and human terms. By exploring the balance of power in Europe and the world in 1914, students will examine issues of nationhood, economic interdependence, and political leadership. Study of the events of the war itself will raise another set of questions about the justification of war and the means of fighting it. Equal attention will be given to the human costs of the war; literature, memoirs, and film will be used to capture the physical and psychological trauma of World War I. The course will end with a look at the new world map drawn by the victors at Versailles in 1919 and its implications for the future. Independent reading, research, and writing will be the bases for assessment. There is no final examination. (Ms. Mulligan)

**SEMINARS
IN HISTORY & SOCIAL SCIENCE**

These seminars are designed for Seniors, though Uppers may enroll with permission of the instructor. Pending adequate staffing and sufficient enrollment, the department will offer the following seminars in 2006–2007:

**HIST-SS577A American Popular
(W) Culture from the
Civil War to the Present**

In this course, students will examine the history of popular culture in the United States from the Civil War to the present. The course will ask students to engage with a variety of popular culture forms (material culture, visual and aural culture, popular literature, etc.) and will introduce them to methodologies from different historical fields

and perspectives. Students will investigate popular culture as evidence of the attitudes, assumptions, values, and anxieties of a society. Students will study both commercial and non-commercial aspects of popular culture as well as consider how new forms of technology have altered the ways that popular culture is produced and consumed. Students will be encouraged to explore the contested meanings of culture, community, and membership in the United States as they cultivate an awareness of the ways that popular culture has shaped—and been shaped by—race, class, and gender. By looking at the products of popular culture historically, students will sharpen their abilities to read critically the popular culture of their own time. There is no final exam. (Ms. Ainsworth)

**HIST-SS577B Europe in Turmoil:
(S) The Interwar Years and
the Second World War**

This seminar will begin with the question: Why was a second world war fought 20 years after the first by the same combatants over many of the same battlefields? An examination of the political, social, and economic ramifications of the First World War, including the rise of fascism in Germany and Italy, will help explain how a second war was made possible. The poetry of T.S. Eliot and W.H. Auden, and German Expressionist art will elucidate European culture in the 1920s and '30s. Having established the context for the Second World War, the course will then focus on the conduct of the war and its effects on the victors and the vanquished, both in terms of the human costs and the geopolitical consequences. Readings will include literature, historical narrative, and memoirs. Independent reading, research, and writing will be the bases for assessment. There is no final examination. (Ms. Mulligan)

**HIST-SS577C The Founders
(S) and Their World**

Those who founded the American republic confronted challenges that seem strikingly familiar: nation-building; terrorism; a ballooning national debt; use and misuse of the American military force; losing the respect of Europe; government suspension of civil liberties; and nasty presidential campaigns and disputed elections. This seminar invites a deeper understanding of the group of Americans “present at the creation.” Although they joined in making a revolution, they ultimately disagreed violently on the meaning of that revolution and its results. Making extensive use of primary documents and of recent appraisals of Washington, Jefferson,

Adams, Franklin, Hamilton, Madison, and others, students will develop their own understanding of these individuals and how they met the challenges of their time. Investigating those who “invented” the nation will raise questions such as: Why are there so many founding fathers and, apparently, so few founding mothers? Have historians overlooked figures that should be considered part of this group? Why did few of these “apostles of freedom” oppose slavery? Why did former colleagues and friends turn into bitter enemies? Why did so many of the founders die profoundly disillusioned with their new America? Students are expected to participate actively in seminar discussion and to write a research essay. There is no final examination. (Mr. Henningsen)

**ADVANCED INDEPENDENT
RESEARCH IN HISTORY AND
SOCIAL SCIENCE**

The Department of History and Social Science encourages highly qualified and motivated Seniors to research and write on topics of their own choosing, working on a tutorial basis with individual instructors. Such tutorials, which will require permission of both the supervising instructor and the department chair, may be undertaken as department-sponsored independent projects for one term, two terms, or the entire year.

Mathematics

The mathematics curriculum is built around a core sequence of eight trimester courses: three of elementary algebra, two of geometry, one of intermediate algebra, and two of precalculus topics. The completion of these eight trimesters will satisfy diploma requirements, but two additional trimesters are required before a student may enter calculus. Placement of new students in the appropriate first course is made by the department, which considers the record in previous schools, the results of a self-administered placement test in elementary algebra that is sent to newly admitted students in the spring, and the course program chosen by the entering student.

Typically students entering with no prior study of algebra start with *Mathematics 100*; those with a partial year of algebra enter *Mathematics 150*. Students entering with a full year of algebra typically start with *Mathematics 210*. If the results of placement testing indicate a need for algebra review, then students who have not taken geometry start with *Mathematics 190* and continue to *Mathematics 210* in the winter.

New students who have taken one year of elementary algebra and one year of geometry will satisfy diploma requirements by taking *Mathematics 320*, *330*, and *340*. Those with a strong background in intermediate algebra may enroll directly in *Mathematics 330*. On the basis of our placement test, *Mathematics 250/4* may be required for some students before *Mathematics 330* and *Mathematics 340*.

The department recognizes that it is appropriate for some students to accelerate their study of mathematics and consequently offers bypass exams in *Mathematics 320*, *330*, *360*, and *580*. These exams are usually, although not always, taken after summer study. A student can prepare for a bypass exam by taking a summer school course, by being tutored, or through self-study. Note that no credit for any summer school course is automatically granted. All students must demonstrate proficiency on a departmental exam. Permission of the department must be obtained before attempting to bypass any other course.

Students who plan to take a College Board SAT II Subject Test in mathematics should schedule the exam at the test date as close to the end of the appropriate math course as possible. Students who plan to take the SAT II Math Level IIC should do so after finishing *Mathematics 360*; those who plan to take the Level IC exam should do so after finishing *Mathematics 340*.

The majority of students take courses beyond the required level. *Mathematics 350* and *Mathematics 360* complete the precalculus sequence. The department offers many electives beyond precalculus, some of which lead up to and beyond Advanced Placement examinations of the College Board in calculus, statistics, and computer science.

Every student enrolled in a mathematics course must have a TI-83 or TI-84 graphing calculator. No other models will be used or supported by the department. Students may purchase TI-84 calculators by check or cash from the Phillips Academy mathematics department. The purchase price for scholarship students is less than for others. No calculator that has CAS (Computer Algebra System) capabilities, including but not limited to the TI-89, TI-92, and TI-Voyager, may be used for departmental exams.

COURSES LEADING TO SATISFACTION OF THE DIPLOMA REQUIREMENT

MATH-100/0 Elementary Algebra

(a yearlong commitment)

Five class periods. A yearlong course for students who have had little or no algebra. Stress is placed on an understanding of the elementary structure and language of the real number system, on the manipulative skills of simplifying expressions and solving first- and second-degree equations, and on the study and graphing of polynomial functions. Work is done with word problems, inequalities, irrational numbers, and right triangle trigonometry. **Prerequisite:** none.

MATH-150/4 Elementary Algebra (T2)

(a two-term commitment)

Five class periods. A two-term course for those new students whose knowledge and skills are not strong enough to enter the one-term *Algebra Review* or *Geometry*. **Prerequisite:** a half to a full year of algebra.

MATH-190 Algebra Review

(F)

Five class periods. A course for students who enter with a full year of algebra and whose knowledge and confidence indicate they need a brief review of algebra. **Prerequisite:** a full year of algebra.

MATH-210 Geometry

(F-W-S)

Five class periods. A course for students who have had a strong ninth-grade algebra course,

but little or no geometry. This course is a thorough and systematic presentation of standard synthetic Euclidean geometry. Emphasis is placed on the need for precision and clarity in the writing of formal proofs. **Prerequisites:** a complete course in elementary algebra and good algebraic skills.

MATH-220 Geometry

(F-W-S)

Five class periods. This course continues the work of *Mathematics 210*, with increased emphasis on the algebraic and numerical aspects of geometry. **Prerequisite:** *Mathematics 210*.

MATH-250/4 Algebra Consolidation (T2)

(a two-term commitment)

Five class periods. A two-term course primarily for new students who have completed a yearlong geometry course but whose algebraic skills are not strong enough to place them in *Mathematics 320* or *330*. The course begins with a comprehensive review of elementary algebra and concludes with topics in intermediate algebra (as listed in the course description of *Mathematics 320*). Students with a (T2) grade of "4" or higher in this course enter *Mathematics 330* in the spring. Students with a (T2) grade of "3" or below in *Mathematics 250* enter *Mathematics 320* in the spring.

MATH-310/0 Geometry and Precalculus

(a yearlong commitment)

Five class periods. A yearlong course for extremely able entering students who have completed with distinction an intermediate algebra course but have not completed a yearlong geometry course. The course covers Euclidean geometry (both synthetic and coordinate) and elementary functions. This course completes the diploma requirement and prepares students to enroll in *Mathematics 350*. **Prerequisite:** credit for one year of elementary algebra and one year of intermediate algebra.

MATH-320 Intermediate Algebra

(F-W-S)

Five class periods. For returning students, this course is taken after *Mathematics 220*, *Geometry*. Topics include sets; properties of real numbers; factoring; fractional and negative exponents; radicals; absolute value; solutions of linear, quadratic and radical equations, and word problems. In addition, students are introduced to the more advanced features of the TI-83 Plus graphing calculator. **Prerequisite:** *Mathematics 220* or its equivalent.

MATH-330 Precalculus

(F-W-S)

Five class periods. An exploration of relations and functions with the TI-83 Plus graphing calculator. The uses of graphs and tables to solve equations, systems of equations, and inequalities are introduced. Students have the opportunity to collect data and create functions to describe the behavior. **Prerequisite:** *Mathematics 320* or its equivalent.

MATH-340 Precalculus

(F-W-S)

Five class periods. An exploration of functions in greater detail and with more abstraction. Multiple representations of a function—as a table of values, as a graph, and as an algebraic rule—are a central theme. Elementary functions (polynomial functions and inverse functions, in particular) and their transformations, compositions, and applications are emphasized. Completion of this course satisfies the diploma requirement. **Prerequisite:** *Mathematics 330* or its equivalent.

Entering Seniors whose prior work has not satisfied the diploma requirement must complete *Mathematics 340* or *Mathematics 400*.

MATH-400 Elementary Functions II

(F)

Five class periods. A course primarily for entering Seniors who need to satisfy the diploma requirements in mathematics. The course focuses on functions and their applications, including polynomial, exponential, logarithmic, circular, and trigonometric functions. Strong emphasis is placed on graphing and the use of graphs as an aid in problem solving. **Prerequisite:** credit for three years of high school mathematics or permission of the department.

ELECTIVE COURSES

Only courses with sufficient enrollment will be given.

MATH-350 Precalculus

(F-W-S)

Five class periods. This course focuses on rational, exponential, and logarithmic functions. The TI-83 Plus graphing calculator is used for continued study of non-linear data sets with special attention to sets that grow exponentially and logarithmically. Elementary work with arithmetic and geometric sequences is included. **Prerequisite:** *Mathematics 340* or its equivalent.

MATH-360 Precalculus Trigonometry (F-W-S)

Five class periods. An exploration of the circular functions: sine, cosine, and tangent. Topics include right triangle trigonometry, simple harmonic motion, applications and proofs of trigonometric identities, polar and parametric graphs, and complex numbers. *Mathematics 360* is the final course in the precalculus sequence. **Prerequisite:** *Mathematics 350* or permission of the department.

MATH-410 Probability (W)

Four class periods. Includes sample spaces, counting problems, sampling, conditional probability, random variables, expected value, variance, standard deviation, binomial and normal distributions. The computer is used on applications that are too time-consuming to perform by hand and to simulate experiments for which there are no models. **Prerequisite:** *Mathematics 350* or its equivalent.

MATH-470 Discrete Mathematics (W)

Four class periods. This course covers selected topics of discrete mathematics and their applications to engineering, computer science, and the real world, including combinatorics, sets, mathematical logic, recursion, graphs, and networks. **Prerequisite:** *Mathematics 360* or its equivalent.

MATH-480 Analytic Geometry (W)

Four class periods. This course is an extension of earlier work on lines and curves in the plane. It includes extended locus problems and further study of the conic sections: parabolas, ellipses, and hyperbolas, and their simple rotations. The course includes an introduction to the algebraic description of three-space: vectors, curves, planes, simple surfaces, and their intersections. **Prerequisite:** *Mathematics 360* or its equivalent.

MATH-500/5 Advanced Mathematics (T2)
(a two-term commitment)

Four class periods. Primarily for Seniors, but open to other students who want to continue the study of functions and get an introduction to calculus. The calculus topics will include limits, problems of optimization, rates of change, areas under curves, and lengths of curves. **Prerequisite:** *Mathematics 360*, *Mathematics 400*, or an equivalent course in trigonometry and elementary functions.

MATH-510 Calculus (F)

Five class periods. Primarily for Seniors. Topics covered include a review of functions and graphing, limits, continuity, determination of derivatives and integrals from graphs of functions (not from their formal definitions). **Prerequisite:** *Mathematics 360* or the equivalent, or *Mathematics 500*.

MATH-520/5 Calculus (T2)
(a two-term commitment)

Five class periods. This is a continuation of *Mathematics 510*. Topics covered include the definite integral, the Fundamental Theorem of Calculus, further differentiation of functions, techniques and applications of integration. The most successful students will be in a position to do the AB Advanced Placement examination in calculus. **Prerequisite:** a grade of "3" or higher in *Mathematics 510* or permission of the department.

MATH-530 AP Statistics I (F)

Five class periods. The first term of a yearlong sequence that prepares for the Advanced Placement Examination in Statistics. This term primarily covers the exploratory analysis of data, making use of graphical and numerical techniques to study patterns, and developing plans for data collection of valid information. **Prerequisite:** *Mathematics 360* or permission of the department.

MATH-530/5 AP Statistics II (T2)
(a two-term commitment)

Five class periods. A continuation of *Mathematics 530*, finishing the syllabus for the Advanced Placement examination in May. Topics include probability as the tool for producing models, random variables, independence, normal distribution, simulation, sampling, statistical inference, confidence intervals, and tests of significance. **Prerequisite:** a grade of "3" or higher in *Mathematics 530*.

MATH-560 AB Calculus I (S)

Five class periods. This is the beginning of the four-term calculus sequence that, together with *Mathematics 570*, covers the syllabus of the AB Advanced Placement examination. This term focuses primarily on differential calculus: limits, continuity, derivatives, and applications of derivatives. Some integral calculus may be covered if time permits. Graphical, numerical, and analytic methods will be used throughout the

course. **Prerequisite:** *Mathematics 360* or its equivalent, with no grade lower than a "3" in *Mathematics 340*, *350* and *360*.

MATH-570 AB Calculus II (F)

Five class periods. This course continues the work of *Mathematics 560* in preparation for the AB Advanced Placement examination. Topics include integration and applications of integral calculus. **Prerequisite:** *Mathematics 560* completed with at least a "3" or *Mathematics 580*.

MATH-570/5 AB Calculus II (T2)
(a two-term commitment)

Five class periods. A continuation of *Mathematics 570*, finishing the syllabus for the AB Advanced Placement Examination. **Prerequisite:** *Mathematics 570* completed with at least a "3" or *Mathematics 590*.

MATH-575/0 Accelerated AB Calculus
(a yearlong commitment)

Five class periods. A yearlong course in calculus that begins only in the fall. Satisfactory completion of this course prepares students for the College Board AB Advanced Placement examination. This course does not prepare students for *Mathematics 650*. This course may require more than the standard four to five hours of homework per week. **Prerequisite:** *Mathematics 360* or its equivalent, with no grade lower than a "4" in *Mathematics 340*, *350*, and *360*. Those students who do not meet this requirement should take either *Mathematics 560* or *Mathematics 510*.

MATH-580 BC Calculus I (S)

Five class periods. This is the beginning of a four-term calculus sequence recommended for students who are well prepared in precalculus. With *Mathematics 590* it covers the syllabus of the BC Calculus Advanced Placement examination. Topics covered include primarily differential calculus: limits, continuity, derivatives, the Chain Rule, related rates, and the Mean Value Theorem. Some integral calculus is also covered. Graphical, numerical, and analytic methods are used throughout the course. **Prerequisite:** *Mathematics 360* or its equivalent, with no grade lower than a "4" in *Mathematics 340*, *350*, and *360*. Those students who do not meet this requirement should either take *Mathematics 560* or *Mathematics 510*.

MATH-590 BC Calculus II
(F)

Five class periods. This course continues the work of *Mathematics 580* in preparation for the BC Advanced Placement examination. Topics include integration and applications of integral calculus. **Prerequisite:** *Mathematics 580* completed with a grade of at least a "4," or departmental permission.

MATH-590/5 BC Calculus II (T2)
(a two-term commitment)

Five class periods. A continuation of *Mathematics 590*, finishing the syllabus for the BC Advanced Placement examination. **Prerequisite:** *Mathematics 590* completed with a grade of "3" or better.

MATH-600/0 Accelerated BC Calculus
(a yearlong commitment)

Five class periods. A yearlong course in calculus that begins only in the fall. Enrollment is limited to the most able mathematics students. Satisfactory completion of this course prepares students for the College Board BC Advanced Placement examination. This course may require more than the standard four to five hours per week of homework. In order to qualify for this course, returning students must perform satisfactorily on a special precalculus qualifying examination given the previous spring term. **Prerequisite:** *Mathematics 360* or its equivalent, with no grade lower than a "5" in *Mathematics 340, 350, and 360*, plus departmental permission and demonstrated excellence on entrance tests.

MATH-630/1 Honors Mathematics
MATH-630/2 Seminar
MATH-630/3

Four class periods. Each term's seminar will be devoted to one topic, which will be developed in depth. The term's topic will be announced the previous term and might be: Topics in the History of Mathematics; Numerical Methods and Approximations; Non-Linear Dynamical Systems—Instability, Chaos, and Fractals; Complex Analysis; Abstract Algebra—Groups, Rings, and Fields; Mathematical Models in the World Around Us; Topics in Discrete Mathematics; or Number Theory. Participants need to be prepared to work on one topic in great detail and, in some seminars, to work as part of a team on the solution of problems. **Prerequisite:** three terms of calculus or departmental permission.

MATH-650 Linear Algebra
(F)

Four class periods. For students of demonstrated ability and interest. Vectors, lines, and planes in space, and an introduction to linear algebra, including matrices, Gaussian elimination, vector spaces, and eigenvectors. **Prerequisite:** *Mathematics 590* or *Mathematics 600*, and departmental permission.

MATH-650/5 Calculus of Vector
Functions (T2)
(a two-term commitment)

Four class periods. A continuation of *Mathematics 650* covering functions of many variables, partial differentiation, gradients, vector valued functions, multiple integration and its applications, line integrals, and Green's Theorem. **Prerequisite:** *Mathematics 650*.

COMPUTER COURSES

The mathematics department teaches introductory and advanced computer science courses, and supports some more advanced independent study.

COMP-310 Business Applications
(F-W-S) and Web Page Design

Five class periods. This one-term course exposes students to using a personal computer with business productivity applications such as Microsoft Excel and PowerPoint, as well as to the design of simple Web pages. The first half of the course will cover the design of spreadsheets (data entry, formulas and functions, graphing, databases) and the creation of presentations (templates, inclusion of graphics and data, animation). After an overview of the hardware and software architecture of a PC and the Web to start the second half of the class, students will learn the HTML language, allowing them to design their own Web pages. This course does not qualify a student for *Comp-500*. **Prerequisite:** none.

COMP-350 Introduction to
(F-W-S) Programming and
Computer Science

Five class periods. This one-term course introduces students to computer hardware and software, and then focuses on the fundamentals of programming using the Java language. The course will cover Java syntax and style, data types, conditional statements, and loops.

It will also introduce the concepts of object-oriented programming, relating them to Java classes, fields, and methods. Students will learn how to write and test short programs, design simple algorithms, and use software development tools. A grade of "4" or higher in this course qualifies a student for *Comp-500* (*AP Computer Science I*). **Prerequisite:** enrollment in *Math 210*, or demonstration of some degree of abstract thinking and formal logical reasoning.

COMP-500 Advanced Placement
(F) Computer Science I

Five class periods. The first term of a yearlong course in algorithms, object-oriented programming, and data structures, guided by the course description of the College Board's AB-level Advanced Placement exam in Computer Science. The course covers Java language syntax and style, classes and interfaces, lists and iterators. This course may require more than the standard four to five hours per week of homework. **Prerequisite:** a grade of at least "4" in *Comp-350*, or permission of the department.

COMP-500/5 Computer Science (T2)
(a two-term commitment)

Five class periods. This course is the continuation of *Comp-500* in Java. The emphasis is on data structures and the design of larger programs. This course completes the preparation for the AB-level Advanced Placement exam in Computer Science. The students will study abstract data types (stacks, queues, binary trees, priority queues, etc.), recursion, and algorithms (searching, sorting, hashing, etc.). The course may require more than the standard four or five hours per week of homework. **Prerequisite:** *Comp-500*.

COMP-630 Advanced Topics in
(F-W-S) Computer Science

Four class periods. This class offers students with experience and advanced knowledge of Computer Science the opportunity to explore specific topics beyond the College Board's AP curriculum. Topics will vary from year to year, and may include Graphical User Interface design, introduction to computer graphics, or introduction to database design. This course may require more than the standard four or five hours per week of homework. **Prerequisite:** a grade of at least "5" in *Comp-500*, or permission of the department.

Music

All entering students must take a music placement test to determine at what level they should enter the music curriculum. Students without much previous experience in music will enter the curriculum by taking *Music 200* or *Music 210*. Students who read music and who have played an instrument for several years, but who have not had much formal classroom study, generally enter the curriculum by taking *Music 220* in the Junior year or *Music 250* in later years. Students who read music, who are experienced on an instrument, and who demonstrate proficiency in music history and/or theory will enter the curriculum by taking either *Music 260* or *Music 270*.

Approximately half of entering Juniors will satisfy their diploma requirements in music by taking either *Music 210* or *Music 220*, depending on placement. Members of the Junior class who do not take *Music 210* or *Music 220* will satisfy their requirements in one of two ways. Many of these students will take *Music 200* followed by either an ensemble for credit (*Music 150-180*) or any course higher than *Music 210*. Students who bypass *Music 200* as a result of their performance on the music placement test will satisfy their diploma requirements by taking two courses higher than *Music 220*.

Entering Lowers must take a total of three trimesters of art and music, with at least one course in each area. Subject to their performance on the music placement test, most will take *Music 200*. Students who take *Music 200* and who then elect to take a second music course to fulfill the diploma requirements in art and music will take either an ensemble for credit (*Music 150-180*) or any course higher than *Music 220*. Entering Lowers who, as a result of their performance on the music placement test, bypass *Music 200* will take one music course higher than *Music 220*. If such a student decides to take a second music course to fulfill the three-term requirement in art and music, she or he may do so by taking any course higher than *Music 220*.

Entering Uppers must take a trimester course in either music (200 level or above) or art at the Academy. Entering Seniors should take one trimester of either music (200 level or above), art or theatre.

Students may take any course below the 200 level at any time and, if they desire, repeatedly. Please note, however, that ensemble for credit (*Music 150-180*) cannot count toward the diploma requirement in music unless taken after *Music 200*. *Music 200*, or exemption on the basis of performance on the music placement test, is a prerequisite for all upper-level electives.

APPLIED MUSIC

Courses in this section may be taken any time.

MUSC-150 Fidelio Society (F-W-S)

Two class periods. Open to all classes. This small group of mixed voices is selected from the chorus (*Music 170*). It performs on numerous occasions throughout the year both on chorus programs and on its own. Its repertoire includes music of all types, early and modern, sacred and secular. Membership is by audition and is conditional upon continued good standing in the chorus. A student may take *Music 150* and *Music 170* simultaneously, but only one will be for credit. This course, if failed, cannot be made up by examination. (Ms. Skelton)

MUSC-160 Band (F-W-S)

Two class periods. Open to all qualified students. Try-outs are held any time before the beginning of a term to test the student's ability and to arrange for seating. There are some school-owned instruments available for student use. All types of music for wind ensemble are rehearsed, including marches as well as classical, popular, and show music. Some sight-reading is done, and at least one public concert per term is given. Students taking this course for credit must be taking either instrumental lessons or a weekly seminar in music theory. This course, if failed, cannot be made up by examination. (Mr. Monaco)

MUSC-165 Jazz Band (F-W-S)

Two class periods. Open to all qualified students. Auditions are held at the beginning of the term, as usually only one player per part is accepted. This ensemble is in a typical big band format and performs the repertoire of the groups of Count Basie, Duke Ellington, Thad Jones, and Woody Herman, as well as contemporary Latin jazz and jazz/rock fusion compositions. Membership is conditional on continued good standing in the band. Students taking this course for credit must either be taking instrumental lessons or a weekly seminar in music theory. This course, if failed, cannot be made up by examination. (Mr. Cirelli)

MUSC-170 Chorus (F-W-S)

Two class periods. Open to all qualified students. The chorus is the Academy's major singing group composed of mixed voices, and it performs a variety of choral works, both sacred and secular. Those wishing to take the course on a non-credit basis need no previous choral participation, just a desire to work hard and attend all the rehearsals. Students taking the course for credit must be taking either voice lessons or a weekly seminar in music theory. If they have not sung in the chorus before, they may take the course for credit only with the permission of the instructor. This course, if failed, cannot be made up by examination. (Mr. Walter)

MUSC-180 Chamber Orchestra (F-W-S)

Two class periods. Open to all classes. Most of the music played is for string orchestra; the best winds in the school are invited to join for larger works. While Chamber Orchestra may be elected as a credit-bearing course, it is also an activity in which all are invited to participate. Students taking this course for credit must either be taking instrumental lessons or a weekly seminar in music theory. This course, if failed, cannot be made up by examination. (Mr. Thomas)

MUSC-190 Private Instrument and Voice Lessons (F-W-S)

Two class periods per week, plus required attendance at three on-campus concerts per term. Open to Lowers, Uppers, and Seniors. Juniors may enroll in the course only with the permission of the department chair. One class meeting each week is a 30-, 45-, or 60-minute instrumental or voice lesson. The other weekly class meeting is a theory seminar that reinforces notational and aural skills. Lessons are available on all band and orchestral instruments and, in addition, on the piano (classical and jazz), organ, harpsichord, harp, guitar (classical, folk, rock, and jazz), bagpipes, and voice.

Music 190 as a credit course—instrumental lessons may be taken for credit or non-credit—is designed for students of all levels of ability who wish to study an instrument seriously. Instrumental study should not be entered into lightly: This work requires great commitment, self-motivation, independence, and discipline. In order that maximal progress is accomplished in minimal time, *Music 190* credit students are expected to practice one hour every day. They must also prepare for a performance of their work at the end of the term.

There is a charge of \$35 per 30-minute lesson, \$46 per 45-minute lesson, and \$58 per 60-minute lesson. Keyboard players are assessed a charge of \$30 per term for their use of practice pianos and organs. The Academy owns many other instruments that may be rented for \$30 per term. Financial assistance for lessons and/or instrument rental is available for students who are on scholarship. A *Music 190* credit student who is classified by the music department as a

beginner MUST take *Music 190* for two consecutive trimesters. *Music 190*, if failed, cannot be made up by examination.

MUSC-191 Private Instrument and Voice Lessons (non-credit)
(F-W-S)

One class period. Weekly non-credit lessons are available on all band and orchestral instruments and, in addition, on the piano (classical and jazz), organ, harpsichord, harp, guitar (classical, folk, rock, and jazz), bagpipes, and voice.

There is a charge of \$35 per 30-minute lesson, \$46 per 45-minute lesson, and \$58 per 60-minute lesson. Keyboard players are assessed a charge of \$30 per term for their use of practice pianos and organs. The Academy owns many other instruments that may be rented for \$30 per term. Financial assistance for lessons and/or instrument rental is available for students who are on scholarship.

DIPLOMA REQUIREMENT COURSES

The following five courses contribute toward satisfying the diploma requirement in music. Performance on the music placement test determines with which course a student should enter the music curriculum.

MUSC-200 The Nature of Music
(F-W-S)

Five class periods. This course offers a basic introduction to music literature, theory, performance, and composition. Music from many cultures and historical periods is examined in an attempt to increase student awareness of the patterns of syntax and vocabulary that comprise all musical language. Students compose several original compositions, and they also receive instruction on musical instruments. No previous experience in music is required.

MUSC-210/0 The Nature of Music (for Juniors)
(a yearlong commitment)

Three class periods. Open to Juniors only. This course presents all of the material contained in *Music 200* and pursues composition further with the use of computers. No previous experience in music is required.

MUSC-220/0 The Nature of Music B (for Juniors)
(a yearlong commitment)

Three class periods. This course is designed for Juniors who have had some experience reading music and playing an instrument. As a more advanced version of *Music 210*, it will include exercises in composition, with more extensive use of music technology. Study of some core works of music literature from a variety of cultures will help develop listening skills, and there will be opportunities for live music-making in class.

MUSC-250 Survey of Music History
(F-W-S)

Five class periods. A one-term survey of music history with a primary focus on music of the Western world. The course progresses chronologically from ancient music to the music of today, exploring along the way the religious, social, historical, and human issues surrounding music and its composition. **Prerequisite:** *Music 200* or a bypass of *Music 200* on the basis of performance on the music placement test.

MUSC-270 Introduction to Theory and Composition
(F-W)

Five class periods. Entering students are expected to have at least a rudimentary familiarity with musical notation. A quick review of notation is followed by the study of scales, intervals, tonality, harmony, melodic organization, voice-leading, four-part choral writing, harmonic progression, and style period analysis. Ear training skills are developed through dictation and sight-singing, and keyboard skills are introduced. Students acquire some skill and experience working with computer programs for ear training and music-processing. During the term, students compose several original compositions, including the final project of a minuet in the classical style. Students taking this course in the fall may combine it with *Music 440* and *Music 450* to form a yearlong sequence.

INTERMEDIATE ELECTIVES

Each of the following upper-level courses requires a course taken previously at the 200 level.

MUSC-310 Jazz History
(W-S)

Four class periods. This course begins by examining jazz's mixture of African and European traditions and the subsequent pre-jazz styles of spiritual, blues, and ragtime. We then proceed

with a study of 20th century jazz styles beginning with New Orleans and culminating with the multifaceted creations of today's artists. Along the way we pay tribute to the work of some of jazz's most influential innovators, including Louis Armstrong, Duke Ellington, Count Basie, Billie Holiday, Charlie Parker, and Miles Davis. Original recordings, photographs, and videos are used extensively throughout the term. (Mr. Cirelli)

MUSC-340 West African Drumming Ensemble
(F-W-S)

Honors/Pass/Fail. Four class periods. This course introduces the role of music in indigenous Africa with an emphasis on Yoruba Orisha Music and its linguistic dimension. It teaches both improvisational and ensemble skills, and cites Santeria, Candomble, Lucumi, Vodum, Shungo, and Bembe as examples of Yoruba-derived cultural and musical practices in the Americas. The school owns 20 African drums; as many as 20 students can be enrolled in the course. If failed, this course cannot be made up by examination. A \$25 fee is charged for the use of the school's African drums. (Mr. Alade)

MUSC-360 Electronic Music
(W-S)

Four class periods. This composition course is designed to enable students with modest notational skills to use electronic equipment in order to compose music. Equipment used includes mixing board, analog and four-track tape recorders, digital stereo and eight-track recorders, analog and digitally controlled synthesizers, drum machine, Macintosh computer, and sequencing software (Professional Performer). Projects include compositions in the style of *musique concrète* and other sound collages using synthesizers. Space limitations in the electronic music studio require that the course be limited to nine students per term. Students must reserve three two-hour private work sessions in the studio per week. A lab fee of \$25 is charged for the use of the equipment. This course does not focus on popular music. *Music 360*, if failed, cannot be made up by examination. (Mr. Monaco)

MUSC-370 Advanced Electronic Music
(W-S)

Four class periods. This course continues to develop the skills and techniques introduced in *Music 360*. A \$25 lab fee is charged for the use of the equipment. **Prerequisite:** *Music 360*. *Music 370*, if failed, cannot be made up by examination.

MUSC-380 Words and Music
(W)

Four class periods. Open only to Seniors and Uppers. This course studies music for which words provide inspiration. Following a loosely chronological path, this course examines Gregorian chant, Renaissance motets and madrigals, Classical opera, Romantic art song, and contemporary song cycles. Along the way, issues of declamation, meter/scansion, phrasing, range, texture, form, dissonance, and word painting are illuminated. The end of the term emphasizes musicals: first in studying existing musicals, particularly focusing on the work on Sondheim; lastly in collaborating in the composition of an original musical or light (possibly rock) opera. Student assessment is based upon this final project, as well as upon tests, quizzes, and smaller composition assignments along the way. *This course is designed to be taken concurrently with English 550G—Ode to Music.*
Prerequisite: *Music 220, Music 270, or permission of the instructor.*

ADVANCED ELECTIVES

Each of the following courses may require more than the standard four to five hours per week of homework.

MUSC-420 Improvisation
(S)

Four class periods (two singles, one double). The art of improvisation has appeared in the musical styles of many different cultures, though it is best known for its central role in jazz performance. Students will begin by employing and refining their aural skills while improvising in the styles of early blues and jazz musicians. Work will then focus on expanding harmonic vocabulary in order to gain command of the techniques and repertoire of modern jazz. These skills will also prove useful for those who improvise in modern popular styles. Assessments will include quizzes, tests, transcriptions, and performance. Open to intermediate and advanced musicians (instrumentalists or vocalists).
Prerequisite: *Music 270 or permission of the instructor. (Mr. Cirelli)*

MUSC-440 Intermediate Theory and Composition
(W)

Five class periods. Continuing from where *Music 270* leaves off, this course examines dominant seventh chords, leading-tone sevenths, and nondominant seventh chords. In an attempt to bring theoretical knowledge into practice, score analysis is emphasized both in and out of class. Regular homework devoted to ear-training,

sight-singing, and dictation begins to prepare students for the AP exam in the spring. During the term, students compose two major original works: a set of variations in the classical style and an original song setting of either a pre-existing poem or an original text. **Prerequisite:** *Music 270 or permission of instructor.*

MUSC-450 Advanced Theory and Composition
(S)

Five class periods. Completing the theory sequence, the focus for this term is on preparation for the AP exam in May. This exam, if successfully passed, will ensure that students receive college credit for their year of music theory study. Material covered includes modulation, secondary dominants, serialism and other 20th century compositional techniques, American popular song, blues, and jazz. Students compose two major works: a 12-tone composition and a "Sesame Street" song in one of the popular styles studied. **Prerequisite:** *Music 440 or permission of instructor.*

MUSC-500 Chamber Music Performance Seminar
(S)

Four class periods. This summary course affords students an opportunity to apply their theoretical knowledge to practical music-making through the analysis and performance of chamber music. The process of performance and its attending anxieties will also be studied through readings and exercises. Class work consists of sight-reading, performing, coaching, and discussing chamber works and performance issues. Homework consists of individual practice, group rehearsal, and readings from books about performance. Students are expected to be advanced instrumentalists and they will generally have taken at least one course beyond *Music 250*. Because different literature is studied each term, this course may be taken more than once. **Prerequisite:** permission of the department. If failed, this course cannot be made up by examination.

Natural Sciences

To participate fully in society, citizens require knowledge of scientific issues and an understanding of how those issues relate to their lives. People who are broadly educated and who also have special expertise in the sciences are vital to the well-being of our planet and its inhabitants. The science program is focused around four major goals.

In fulfilling the science requirement, Phillips Academy students should demonstrate that they:

1. can do science. A student should pose testable questions and formulate hypotheses; design and conduct experiments; organize, analyze, and interpret results and information; conceptualize and reason through problems, both qualitatively and quantitatively; articulate and present clearly and accurately ideas, results, and analysis in an appropriately selected format.

2. are scientifically literate. A student should think clearly and critically about major issues relating to science; gain appreciation of and experience with the natural world; perceive the relevance of science to everyday life, including global environmental issues; recognize the connections and interdependence among the traditional branches of science and between science and other fields.

3. participate comfortably and fully in an inclusive community of learners. Students and teachers should work effectively with persons of varied backgrounds, interests, and abilities in scientific collaboration, perceive the needs of the individual, team, or community, and work to meet those needs.

4. accept responsibility for the process of personal education. A student should play an active role in discussions, experiments, decisions; ask questions, question answers, and maintain an independence of thought while engaged in learning; recognize that school is a piece of the continuum of lifelong learning, for science is a rapidly evolving field; and, hence, acquire skills that will allow one to learn beyond the halls of academia.

The diploma requirement in science is two yearlong science courses, and four-year students are reminded of the academic guideline for a year (yearlong course or three terms) of science beyond the two-year requirement. A strong program will include some experience in biology, chemistry, and physics. Most four-year students take biology in ninth grade, followed by chemistry in 10th grade; however, individual interests, backgrounds, and abilities may indicate other appropriate sequences.

The division of natural sciences offers a variety of introductory and advanced courses, year-long and term-contained in biology, chemistry, physics, and interdisciplinary fields like environmental science, molecular biology, and meteorology. Staffing of yearlong courses is the first priority and students who wish to take a full year of science can be so guaranteed only by taking a yearlong course. Enrollment in term-contained courses is limited and determined by seniority.

Biology

Most Juniors will take *Biology 100* as their introductory science course. Uppers and Seniors are placed in *Biology 540* or *560*, *570*, *580* by the department chair. In general, students who have had a year of biology and honors in chemistry, or have had AP Chemistry and AP Physics, will be in the *560*, *570*, *580* sequence. Students who plan to take an SAT II Subject Test in Biology should do so after completing *Biology 540* or the *Biology 560*, *570*, *580* sequence.

Lowers may take biology only by special permission from the department chair.

BIOL-100/0 Introduction to Biology (a yearlong commitment)

Biology 100 is a 5-hour course that includes significant time in the laboratory. This course is for Juniors. *Biology 100* is theme-based and focused on major biological topics. Studying a core text will be supplemented with other readings, writing assignments, and data analysis and interpretation. Students will learn a variety of study skills and will have an introduction to library research tools. Laboratory experiments and fieldwork are designed to acquaint students with fundamental biological principles and to build skills in the methods and techniques used to elucidate those principles.

BIOL-410 Global Ecological Issues (F)

Biology 410 is a 5-hour course with time each week spent either in the laboratory or in the field. Open to Uppers and Seniors who have completed a yearlong science course. Not open to students who have taken *Environmental Science 500* or a 500-level biology course.

The recently published *United Nations Millennium Ecosystem Assessment* analyzed the consequences of ecosystem change for conservation and human well-being, and states that humans have changed global ecosystems more rapidly and extensively than at any comparable

period of time in human history. *Biology 410* will explore the challenge that our society has of reversing the degradation of ecosystems while meeting demands for their services. Students in this course will undertake laboratory studies involving the quality of air, fresh water, soils, energy consumption and productivity, wastewater treatment, and biodiversity. The major goal of the course is to stimulate and reinforce student environmental interest and responsibility.

BIOL-420 Animal Behavior (F)

Biology 420 is a 5-hour course including time each week either in the laboratory or in the field. Open to Uppers and Seniors who have had one year of laboratory science, the course is designed to familiarize the student with the basic principles of animal social behavior. The topics that receive the greatest emphasis are territoriality, aggression, mating strategies, courtship, parental behavior, migration, dominance, and the evolution of behavior patterns. Throughout the course, an effort is made to relate the behavior of animals to the behavior of humans. A project or a research paper will be required.

BIOL-421 Ornithology (S)

Biology 421 is a 5-hour course including time each week either in the laboratory or in the field. Open to Uppers and Seniors who have completed a yearlong science course.

No other group of chordates has captured the human imagination like birds. In the United States alone, approximately 30 million homes have installed birdfeeders, and the sale of feeders, seed, binoculars, and bird guides has become a multibillion dollar business. The goal of this course is to provide an in-depth look into the world of birds by studying the anatomy, physiology, and natural history of these feathered vertebrates. The Andover area is rich in habitat diversity and corresponding bird species. A portion of the course will be dedicated to learning the identity (both visually and acoustically) of a segment of this local population. Labs will include field trips and the study of bird anatomy using dissections and models.

BIOL-440 Human Genetics (W)

Four class periods. Open to Uppers and Seniors who have had one year of laboratory science. The entire human genome has been sequenced, and cloning of a human being is a distinct possibility. We now have the capability to modify the human genome in any number of ways. Explore the world of human genetics, from the DNA that makes up our chromosomes to the

public policy and ethical issues that will impact how we live in the 21st century. Along the way we will examine the impact of genetics on human evolution, infectious and molecular disease, cancer, modern reproductive technology, transgenics, stem cell technology, and human cloning. Not open to students who have taken biology at the 500-level or above.

BIOL-450 Microbiology (W)

Four class periods. Open to Uppers and Seniors who have had one year of laboratory science. This course will examine public health threats posed by selected microorganisms. We will study the biology and epidemiology of these microorganisms, learn how to keep ourselves healthy, and develop an awareness of personal and global public health issues. From AIDS and malaria to strep throat and the common cold, bacteria, parasites, and viruses affect our quality of life and are major obstacles to world development.

BIOL-540/0 Topics in Advanced Biology (a yearlong commitment) (formerly BIOL-550)

Biology 540 is a 6-hour course. This rigorous, college-level course treats the topics covered in an introductory biology course in greater depth and places greater emphasis on biochemistry and molecular biology. Laboratory work is an integral part of the course. Students will write research papers and/or conduct laboratory projects during the year, and discussions will include current global issues in biology.

The syllabus for this course is appropriate preparation for the College Board SAT II Test. Students may prepare for the AP in biology by studying additional topics independently. This course is open to Uppers and Seniors who wish to study biology in depth. Students who received a final grade of "5" or "6" in *Chemistry 300* or a grade of "4" or higher in *Chemistry 550/580* and have taken some biology should take *Biology 560-570-580* instead. This course may require more than the standard four to five hours of homework per week. **Prerequisite:** one yearlong course in chemistry. Students who received a final grade of "4" or below in *Chemistry 250* or a "3" or below in *Chemistry 300*, any Lowers, or students who have no previous high school biology all need permission of the department chair to enroll.

**BIOL-560 Cellular Biology
(F)**

Biology 560 is a 6-hour course including time each week in the laboratory. Following a brief review of chemical principles, the course examines the major classes of biomolecules and how they are synthesized and degraded in the cell, with emphasis on reactions associated with energy conversion pathways such as respiration and photosynthesis. Enzyme function is considered both in terms of mechanisms of action and with regard to kinetics. The relationship between structure and function at the molecular level is emphasized in studies of molecular genetics and the control of genetic expression. Biotechnology is introduced through the laboratory. Not open to those who have had *Biology 550* or *Biology 540*. This course may require more than the standard four to five hours of homework per week. **Prerequisite:** Honors in a yearlong course in chemistry. Previous work in biology is strongly recommended. Students who have not had a yearlong biology course must have the permission of the department chair to take this course.

**BIOL-570 Human Anatomy and
(W) Physiology**

This 6-hour course includes an in-depth consideration of some of the major systems of the human body. Emphasis is placed on the relationship between structure and function at the cellular, tissue, organ, and organ system levels. Not open to those who have had *Biology 550* or *Biology 540*. This course may require more than the standard four to five hours of homework per week. **Prerequisite:** *Biology 560* or permission of the instructor and the department chair.

**BIOL-580 Evolution and Ecology
(S)**

Biology 580 is a 6-hour course with time each week spent in the field or laboratory. Sustainability and change are the central themes through which we will consider evolution and ecology. Evolution is a major unifying theme in biology, and the mechanism of natural selection serves as a foundation for examining ecosystems and relationships between populations, including humans. Lab and field work are based on a study of the sanctuary forest. A short library research paper will be required. Not open to those who have had *Biology 550* or *Biology 540*. This course may require more than the standard four to five hours of homework per week. **Prerequisite:** yearlong courses in biology and chemistry, or *Biology 560* and/or *Biology 570*.

**BIOL-600 Molecular Biology
(F-W) Laboratory Research**

This is a course in laboratory research in molecular biology. Open to Uppers and Seniors. **Permission of the instructor is required.** Meets eight class periods (four double periods) a week. Students in this course will learn laboratory techniques for working with DNA and bacteria. Experiments will center on the molecular genetics of microorganisms, including the isolation, cutting, and splicing of DNA by recombinant DNA biotechnologies, and the polymerase chain reaction. After learning a core of methodologies that are used in professional labs, students will apply them to short, focused research projects in biotechnology.

Uppers may use this course as a springboard for a science competition project, which would be accomplished at a professional lab during the following summer. Reading articles in scientific journals, as appropriate, is part of a student's research. Students will also be asked to keep a lab journal and to write and present a scientific paper. This course, if failed, may not be made up by examination. **Prerequisite:** one year of biology and one year of chemistry with grades of "4" or above.

**BIOL-610 Molecular Biology
(W-S) Independent Research**

Students wishing to continue work from *Biology 600* may apply directly to the instructor for permission to enroll in *Biology 610*. Enrollment is strictly limited and is at the discretion of the instructor and the biology department chair. Laboratory schedules will be determined on a case-by-case basis; however, a student must be able to be in the lab for a minimum of eight hours per week at times when the instructor is available for supervision. This course is an advanced course that may require more than the standard nine hours of work per week. Requirements for successful completion of the term are similar to those for *Biology 600*. This course, if failed, cannot be made up by examination.

Chemistry

The chemistry department offers two yearlong introductory courses in chemistry, each of which fulfills part of the diploma requirement for a laboratory science. Placement in *Chemistry 250* and *Chemistry 300* is generally based on concurrent mathematics placement. Students who wish to take the Chemistry AP exam may prepare for it by taking either *Chemistry 550* (a yearlong course) or *Chemistry 580* (an advanced, second-year course).

Juniors and Loweres may take *Chemistry 550* with permission of the department chair.

**CHEM-250/0 Introduction to Chemistry
(a yearlong commitment)**

Five class periods per week. An introduction to the chemical view of the material world, including atomic theory, atomic structure, chemical reactions, the nature of solids, liquids, gases, and solutions, general equilibria, acid-base theories, electrochemistry, and aspects of nuclear chemistry. Emphasis is placed on developing problem-solving skills as well as on making connections between chemical principles and everyday life. The pace of this course is adjusted to ensure that students have ample opportunity to ask questions. Laboratory work is an integral part of the course. The syllabus is appropriate preparation for the College Board SAT II Test. High honors work adequately prepares a student for *Chemistry 580*. **Co-requisite:** registration in *Mathematics 210* or above.

**CHEM-300/0 College Chemistry
(a yearlong commitment)**

Five class periods per week. This course is an introduction to the theoretical framework of modern chemistry, including atomic structure, chemical bonding, phase changes, solutions, chemical reactions, thermodynamics, kinetics, general equilibria, acid-base equilibria, electrochemistry, and aspects of inorganic and nuclear chemistry. Emphasis is placed on developing problem-solving skills and understanding the experimental basis of theories. A college-level text is used. Laboratory work is an integral part of the course. The syllabus of this course is appropriate preparation for the College Board SAT II Test. **Co-requisite:** registration in at least *Mathematics 310* or its equivalent. **Prerequisite:** grade of "4" or above in the previous mathematics course.

CHEM-460 **Chemistry of the
(W) Environment**

Four class periods per week. Open to Uppers and Seniors only. This course is concerned with the effect of chemistry on the earth and the implications of human action on the environment. Current issues—such as global warming, ozone depletion, air and water pollution, chemical waste, and alternative sources of energy—are discussed. Chemical theories and principles are introduced as needed. **Prerequisite:** One year of biology, chemistry, or physics.

CHEM-550/0 **Advanced Placement
Chemistry**
(a yearlong commitment)

Six class periods per week, two of which are in the laboratory. Open only to Uppers and Seniors who will be enrolled in at least *Mathematics 350*. For Juniors and Lower, permission of the department chair is required. This course is not open to students who have taken *Chemistry 300* or its equivalent. This is a rigorous course that treats the topics addressed in college chemistry in greater depth and prepares students for the Advanced Placement examination in chemistry. Laboratory work is an integral part of the course. This course may require more than the standard four to five hours per week of homework. The syllabus of this course is appropriate preparation for the College Board SAT II Test. A short research paper or advanced laboratory work may be undertaken in lieu of a final exam at the end of the spring term.

CHEM-580/0 **Advanced Chemistry**
(a yearlong commitment)

Six class periods per week. Open to students who have a "6" in *Chemistry 250* or a "5" or above in *Chemistry 300*. Students who earn a "4" in *Chemistry 300* may take *Chemistry 580* after taking a yearlong physics course. This is a rigorous second-year course that builds on the principles learned in the first year. It prepares students for the Advanced Placement examination and also includes topics beyond the AP syllabus. Laboratory work is an integral part of the course. Students will have an opportunity to review current literature on selected topics or select a lab research topic in preparation for a class seminar they will present in lieu of a final exam at the end of the spring term.

CHEM-610 **Organic Chemistry
(F)**

Four class periods per week. This course introduces many of the basic reactions and concepts students will encounter in their future studies of chemistry, biology, or medicine. Rather than

covering a large number of reactions, as might happen in a second-year (full year) college organic chemistry course, this course emphasizes an understanding of general principles of reactivity and mechanism. The classroom work is supplemented by demonstrations and laboratory investigations, through which students learn the fundamental tools of this highly empirical science. In addition, each student gains detailed knowledge of an area of active research related to organic chemistry. After selecting a topic of interest, each student prepares a paper and a class seminar, using current scientific literature. This course may require more than the standard four to five hours per week of homework. **Prerequisite:** completion of either *Chemistry 550* or *Chemistry 580*.

CHEM-620 **Introduction to
(S) Spectroscopy and
Chromatography**

Four class periods per week. This course is designed for students who have satisfactorily completed either *Chemistry 550* or *Chemistry 580*. Students who have completed *Chemistry 300* with an honors grade may apply to the instructor for permission to enroll. The course will survey current instrumental techniques employed in the spectral identification of organic compounds. In addition, spectroscopic and chromatographic methods used in the analysis of toxic compounds found in the environment will be discussed. Topics will include: ultra-violet, visible, infrared, and nuclear magnetic resonance spectroscopies; thin layer and paper chromatography; and atomic absorption and emission techniques. A laboratory component will complement class discussions.

Interdisciplinary Science

SCIE-500/0 **Environmental Science**
(a yearlong commitment)

Five class periods. The course begins with a study of the components of the biosphere and the fundamental principles that underlie the interdependence of the earth's systems, including energy flow and the recycling of matter. Students will consider renewable and non-renewable resources in the context of population dynamics. Discussions of pollution and environmental quality will lead to the study of global

change, both natural and human-induced. As we develop our knowledge, we will critically examine environmental issues presented in the news media. This analysis will lead to discussions on the roles of economic forces, cultural and aesthetic considerations, ethics, and environmental regulations in shaping our biosphere.

This course may require more than the standard four to five hours of homework per week. **Prerequisite:** one yearlong course in biology and one yearlong course in chemistry. Not open to students who have taken *Biology 410*.

SCIE-460 **Meteorology**
(W-S) (formerly PHYS-360)

Four class periods. Meteorology is the study of the atmospheric environment, or weather. Topics may include the structure of the atmosphere, atmospheric energy transfers, optics and moisture, the formation of dew, fog, clouds and precipitation, pressure, forces and wind, storms, forecasting, and climate change. **Prerequisite:** completion of one yearlong chemistry course in addition to either completion of *Physics 320* (or the equivalent) or completion of *Physics 250*.

SCIE-470 **Human Origins**
(S)

Five class periods, including weekly field or laboratory work. Open to Uppers and Seniors. Take a look around. Regardless of where you are, the consequence of three million years of human evolution is evident. This interdisciplinary science course uses insights drawn from history, art, archaeology, and other disciplines to chart the human journey from hominid to the first civilizations that forecast the modern world. Hands-on laboratory exercises emphasize use of Peabody Museum of Archaeology collections and challenge students to apply ancient techniques to solve daily problems of survival.

HIST/SCIE-480 **Disease and Medicine in
(F) the United States:
Pox and Pestilence**

Four class periods per week. Open to Uppers and Seniors. In recent years, historians have begun to understand the impact of disease on the human story and have incorporated it into the more traditional narratives. In common with other parts of the world, the history of the United States has been profoundly influenced by infectious disease. In this course we invite you to come along on a multi-disciplinary journey to explore the impact of disease on the American experience in the 19th and 20th centuries. After exploring the pre-contact situation in the Americas, we will focus on syphilis, smallpox, bacterial sepsis, cholera, yellow fever, malaria, tuberculosis, influenza, polio,

HIV/AIDS, and bioterrorism agents such as anthrax. Students will research the role these diseases played in the social, military, and political history of the United States together with the science and medicine that developed in response to them. This is a research seminar and students will use a variety of sources to write a term paper. There is no final examination.

Physics

PHYS-200/0 Introduction to Physics (a yearlong commitment) (formerly PHYS-250)

Five class periods. All students who wish to enroll in *Physics 200* must secure written permission from the department chair. This course is open to Lowers, Uppers, and Seniors who do not yet have the mathematics skills to enroll in *Physics 380*. An introductory course in the basic concepts of physics that emphasizes student participation and labwork. Co-requisite: Registration in at least *Mathematics 210*.

PHYS-320 Classical Mechanics (F)

This is a one-semester fall term course in classical mechanics for students who are either not prepared for or not interested in a yearlong introductory physics course. A student who does honors work in *Physics 320*, however, may enroll in *Physics 380* for the winter and spring terms with permission of the department chair. After passing this course for the fall trimester, students may still enroll in the yearlong *Physics 550* in the following year. Co-requisite: Registration in at least *Mathematics 320*.

PHYS-380/0 College Physics (a yearlong commitment) (formerly PHYS-300)

Five class periods. Not open to Juniors, except by permission of the department chair. A non-calculus physics course, including a study of classical mechanics, electricity, magnetism, wave motion, light, relativity, and atomic and nuclear physics. Laboratory work is an integral part of the course. The syllabus of this course is appropriate preparation for the College Board SAT II subject test in physics. Co-requisite: Registration in at least *Mathematics 330* or *Mathematics 310* (or permission of the department chair if in *Mathematics 320* in the fall term).

PHYS-440 Cosmology (F-W-S) (formerly PHYS-340)

Four class periods. Cosmology is the study of the structure and origin of the universe. Topics

may include the birth and death of stars, stellar temperatures, magnitudes and distances, the structure and origin of galaxies, the Big Bang, the search for extraterrestrial life, and the possible fate of the universe. Class time will be replaced by one evening observation session in the observatory. (Check Master Calendar each term.) Prerequisite: prior completion of or concurrent enrollment in one chemistry or physics course, and registration in at least *Mathematics 340*.

PHYS-450 Physical Geology (S) (formerly PHYS-350)

Four class periods. A general introduction to physical geology, to include minerals, rocks, measurement of geologic time by radioactivity and fossils, volcanoes, seismology and earth structure, deformation of strata, faults, and plate tectonics. Some of the periods will be used for laboratory work. Prerequisite: previous completion of one year of physics or chemistry, and registration in at least *Mathematics 340*.

PHYS-520 Electronics (S) (formerly PHYS-420)

Four class periods. A course in modern solid state electronics that considers passive circuit elements and their combinations, diodes, transistors, and integrated circuits. There will be considerable laboratory work. Prerequisite: previous completion of or concurrent enrollment in *Physics 380*, and completion of *Mathematics 360*.

ADVANCED PLACEMENT COURSES

These courses prepare students for one or both parts of the C level AP examination. This AP exam consists of two distinct parts that are graded separately: i) Mechanics, and ii) Electricity and Magnetism.

PHYS-550/0 Advanced Placement Physics: Mechanics, Electricity and Magnetism (a yearlong commitment)

Five class periods. *Physics 550* prepares students for both i) Mechanics, and ii) Electricity and Magnetism of the C level Advanced Placement examination, and is a rigorous course that may require more than the standard four to five hours of homework per week. Open to students who will be enrolled in at least *Mathematics 590* and either have not taken any previous physics or have taken a previous physics course but do not qualify for *Physics 580*. Students may sign up for this course with their academic advisors

in the spring or may request it on their course registration forms. The department chair may instead suggest enrollment in *Physics 380*.

PHYS-580/4 Advanced Placement Physics (T2) (a two-term commitment)

Five class periods. This is a rigorous course in mechanics (fall term), and electricity and magnetism (winter term). Calculus will be used as required. This course prepares candidates for the C level Advanced Placement examination in physics and entrance to honors level programs in physics at the university level. This course may require more than the standard four to five hours of homework per week. Prerequisite: an honors grade in *Physics 380* or its equivalent, and enrollment in at least *Mathematics 590* or its equivalent.

PHYS-600 Relativity and Quantum Mechanics (S)

Four class periods. Relativity and quantum mechanics are two theories that completely revolutionized our thinking about the universe. The course is a survey of the basic ideas underlying these theories. Special mathematical techniques needed for a better understanding of the material are developed in the course. This course may require more than the standard four to five hours of homework per week. Prerequisites: concurrent enrollment in *Physics 550* or *580*, and enrollment in at least *Mathematics 590*.

PHYS-650 Physics Seminar (W)

Four class periods. The focus of this course is intermediate mechanics. Topics will vary according to the interests of the instructor and the students. This course may require more than the standard four to five hours of homework per week. Prerequisite: completion of *Mathematics 590* and of the fall trimester of *Physics 550* or *Physics 580*, or permission of the instructor.

Philosophy and Religious Studies

The department seeks to initiate students into three distinctive human quests: the search for meaning, the search for justice, and the search for the foundations of knowledge. The process of initiation is intended not only to provide an introduction to outstanding literature in the field, but also to assist the student in effecting a personal appropriation of the search and in developing the necessary skills for its pursuit. Active class participation is an essential part of this process; hence, failed courses cannot be made up by examination alone.

The department diploma requirement is successful completion of any one-trimester course; this requirement applies only to those who attend Phillips Academy for three or four years. Four-year students fulfill their requirement in the Lower year. Courses are offered at a variety of levels. All courses involve four class periods.

PHRE-240 Religious Discoverers (not offered in 2006-2007)

PHRE-300 Asian Religions: (F-W-S) An Introduction

Four class periods. Not open to Juniors. The aim of this course is to introduce students to religious studies through examining some of the traditions that originated and flourished in Asia and are practiced by people throughout the world today. Using an approach that is both critical and empathetic, students will explore the fundamental structures of belief, meaning, and practice that constitute the traditions of Hinduism and Buddhism, the diversity within each of these traditions, and their multiple manifestations throughout the world. In doing so, students will also explore their own essential questions of meaning in dialogue with these traditions. Texts include *The Bhagavad-Gita* and *The Dhammapada*.

PHRE-310 Religions of the Book: (F-S) Judaism, Christianity, and Islam

Four class periods. Not open to Juniors. This course introduces students to the religious traditions that originated in the Middle East, flourished in and formed the West, and are practiced by people throughout the world today. Using an approach that is both critical and empathetic, students will be introduced to the origins and history of each tradition. They will become acquainted with the fundamental structures of

belief and meaning that shaped adherents' lives, the rituals that formed and renewed them, and the social teachings that moved them to action. In doing so, they will learn something about the character of each religious path and about the questions to which we all seek answers.

PHRE-320 Perspectives on the (F) Hebrew Bible (Old Testament)

Four class periods. Not open to Juniors. The Hebrew Bible, or Old Testament, is the one scripture shared by Judaism, Christianity, and Islam. It begins the story of monotheism in the West and introduces persons and principles who figure significantly in all three traditions. Students will consider the text's literary qualities, religious significance, and historical setting. Class discussions and written exercises stress close reading and critical analysis of this core narrative of a people under God.

PHRE-330 The New Testament (W-S) Perspective

Four class periods. Not open to Juniors. The course will consider, in their cultural and historical context, the person and teaching of Jesus of Nazareth, the development of the early Christian community, and the religious claims of that community concerning the Christ.

PHRE-340 Introduction to Ethics (F-W-S)

Four class periods. Not open to Juniors. Students in this discussion course will be introduced to a variety of approaches to ethical reflection. Through the use of classical texts and personal and literary stories, students will develop a common vocabulary with which to understand and critically evaluate their moral experience.

PHRE-360 Proof and Persuasion (F-W-S)

Four class periods. Not open to Juniors. A practical introduction to informal logic and to the philosophical study of language. Some of the questions raised are: What is the difference between a good argument and a poor one? What are the common fallacies of thought? What are the limitations of logic? What are the meaning of "meaning" and the truth about "truth?" The course stresses the development of individual skill in argument and includes a critical examination of the patterns of thought one encounters every day in magazines, in newspapers, and on television.

PHRE-370 Views of Human Nature (F-W-S)

Four class periods. Not open to Juniors. A critical examination of selected traditional and contemporary views of human nature with the following questions in mind: Do we have a characteristic nature? What are our basic needs, purposes, rights, obligations, and values? To what extent are our actions determined by heredity and instinct? Are we free? Are we responsible for our actions? Do the answers to any of these questions differ for males and females? Given an understanding of human nature, how should we structure society to satisfy our needs and take advantage of our potential? Class discussions and written exercises are designed to encourage participants to develop views of their own against a background of a basic understanding of the readings.

PHRE-420 Responses to the Holocaust (W)

Four class periods. Open to Uppers and Seniors, and to Lower with permission of the instructor. An exploration of the Holocaust through diaries, memoirs, films, works of fiction, and later non-fiction reflections on the phenomenon. Questions to be engaged will include: What was it like for the victims? What was it like for the perpetrators? Who were the bystanders? How could it have happened? What elements from Jewish, Christian, and secular tradition contributed to its possibility? What inspired and motivated resistance, and how were resistance efforts sustained? How have various Jewish, Christian, and secular thinkers responded to the challenge of this event? What have been some of its effects on our own feelings about life and human beings? Texts may include *Night, Between Dignity and Despair*, *The Sunflower*, *Tales of the Master Race*, *Ordinary Men*, and *The White Rose*. Films may include *Night and Fog*, *One Survivor Remembers*, *Weapons of the Spirit*, and *America and the Holocaust*.

PHRE-430 Law and Morality (F-W-S)

Four class periods. Open to Uppers and Seniors, and to Lower with permission of the instructor. A critical examination of issues that arise out of the relationship between law and morality. Questions of concern include: For what reasons, if any, should an individual obey or disobey the laws of society? Which kinds of governments (monarchy, aristocracy, democracy, etc.), if any, are legitimate? To what degree should society restrict the freedom of individuals through laws on matters like abortion, pornography, race, and

sexual relations? Class discussions and written exercises are designed to encourage participants to develop views of their own against a background of basic understanding of the readings. These include selections from the works of Plato, Hobbes, Rawls, and Martin Luther King Jr.

PHRE-440 Nonviolence in Theory and Practice
(S)

Four class periods. Open to Uppers and Seniors, and to Lower with permission of the instructor. Gandhi and Martin Luther King Jr. are well-known figures who successfully applied nonviolence to conflict situations in the 20th century. Is nonviolence still a viable option for us today? In this course we will study Gandhi, King, and contemporary practitioners who assert that nonviolence is both a viable and a necessary means of combating all forms of violence, including terrorism. Readings will include works by Gandhi, Bondurant, King, Sharp, the Dalai Lama, and other contemporary practitioners.

PHRE-450 In Search of Meaning
(F)

Four class periods. Open to Uppers and Seniors, and to Lower with permission of the instructor. Students are strongly encouraged to sign up for *English 572/1* as well. Preference will be given to students who sign up for both courses. The theme of the course is suffering, resistance, and hope. The range of human capacity for cruelty and compassion, cowardice and heroism, and blindness and vision has marked the 20th century and continues to unfold before us. From South Africa to Bosnia and from China to the United States, experiences of suffering, resistance, and hope raise important issues of human responses to political and social oppression. What are the origin, nature, and purpose of suffering? What are the sources of individual and collective resistance? Is hope futile in the face of escalating violence? By looking through the multiple lenses of philosophical texts, literature, and film at particular global struggles, we shall explore these and other questions in a seminar format.

PHRE-460 Bioethics: Medicine
(F-W)

Four class periods. Open to Uppers and Seniors, and to Lower with permission of the instructor. Modern medical research and practice present society with new opportunities and huge challenges, and doctors are guided by both ethics and science in the search for new remedies, the treatment of patients, and the struggle for just social and healthcare policies on a national and global scale.

This course provides a brief introduction to ethics, its application to issues in medicine and medical research, and its role in setting public policy. Topics include the physician/patient relationship, professional codes, international standards in drug development, stem cell therapies, and the provision of healthcare to those in need.

PHRE-470 Bioethics: The Environment
(S)

Four class periods. Open to Uppers and Seniors, and to Lower with permission of the instructor. We are facing unprecedented environmental challenges to climate, life forms, human health and population, and essential resources. We tend to treat such issues simply as scientific or political problems. In reality, ecological controversies raise fundamental questions about what we human beings value, the kind of beings we are, the kinds of lives we should lead, and our place in nature. Sustainability is not possible without a deep change of values and commitment. In short, environmental problems raise fundamental questions of ethics and philosophy. This course seeks to provide a systematic introduction to those questions.

Each of the following courses may require more than the standard four to five hours per week of homework.

PHRE-500 Existentialism
(S)

Four class periods. Open to Uppers and Seniors. The term existentialism covers a broad range of attitudes and values joined together by an emphasis on human existence. The authors brought together in its name share a characteristic concern for the problems of meaning, identity, and choice that confront men and women in everyday life. The lectures, discussions, and readings are designed to help us locate and express these problems as they confront each of us in our own lives, and to assist in understanding and resolving them by drawing on the experiences and insights of the major existentialist thinkers. Readings include: Nikos Kazantzakis, *Zorba the Greek*; Friedrich Nietzsche, *Thus Spake Zarathustra*; Jean-Paul Sartre, *No Exit* and *Being and Nothingness*; and Søren Kierkegaard, *The Sickness unto Death*.

PHRE-510 Global Justice
(F) (formerly: *In Search of Justice*)

Four class periods. Open to Uppers and Seniors. What is justice? What is the meaning and worth of calls to fight injustice and to strive to make the world more just? What does the search to understand and promote justice entail in our increasingly interconnected world? Human population growth, environmental degradation, imbalances between rich and poor countries, the activities and influence of multinational corporations, civil and international war, transnational crime, terrorism, and cultural imperialism: all these present important ethical and political challenges. What principles, practices, and institutions hold the most promise for securing a desirable future? Through reading, writing, research, presentations, and discussion, participants will work together to develop a deeper understanding of a variety of ways these questions can be thoughtfully and effectively addressed. Texts will include *One World: The Ethics of Globalization*, by Peter Singer, and *Globalization and the Challenges of the New Century*, edited by O'Meara, Mehlinger, and Krain.

PHRE-520 Great Philosophers
(W)

Four class periods. Open to Uppers and Seniors. Participants in this upper level course in philosophy will explore a single idea and the questions that arise in its elucidation and application. Topics will change from year to year and may include love, globalization, leadership, or competition. Important thinkers from a variety of traditions and points of view will be consulted. Final projects will include presentations of the results of individual or group research. The topic for 2007 will be the nature, worth, and the future of love.

PHRE-530 Islamic Cultural Studies
(W)

Four class periods. Open to Uppers and Seniors. *Islamic Cultural Studies* is an introduction to Islam, with an emphasis on its diverse political, cultural, religious, and social expressions. Consideration will be given to origins and formative developments, but the focus of the course will be on contemporary manifestations in a variety of geopolitical regions. Topics for investigation will be based on student interest and may include gender, modern political conflicts and expressions, art, literature, music, architecture, philosophy, and religious practices. Students will engage in a final research project and presentation that will be constructed in consultation with the instructor.

Physical Education

All three- and four-year students are required to complete *Physical Education 100* by the end of the Lower year.

PHED-100 Physical Education (F-W-S)

Honors/Pass/Fail. Limit of 15 students per section. Five class periods per week. The course is designed to provide students with a foundation to make sound decisions and to promote lifetime wellness. Through the use of the pool, ropes course, fitness center, and other areas of the athletic complex, the course aims to foster individual development along with group success. One period per week is lecture-discussion, requiring some outside reading or other preparation. If the course is failed, the student will repeat it, in full or in part, during a subsequent term. Lovers will be preassigned.

Psychology

The psychology department offers two elective courses that examine fundamental concepts in the field. Particular emphasis is placed on helping the student explore the interface between psychological knowledge and personal growth. This is accomplished by utilizing teaching strategies that integrate formal academic work with frequent opportunities for student participation and self-exploration.

PSYC-420 Introductory Psychology (F-W-S)

Four class periods, for Uppers and Seniors. A survey course designed to introduce the student to the complexity and diversity of psychological inquiry. Emphasis is placed on the application of basic psychological principles to individual experience in order to expand awareness of both self and others. In addition, the broader implications of psychological findings for an integrated understanding of human development and behavior are considered. Topics to be covered may include psychoanalytic, behavioral, and humanistic theories of the person; psychosocial, cognitive, moral, and early childhood development; human motivation and personality; social behavior; abnormal behavior; and research techniques in psychology. A combination of objective examinations, individualized writing assignments, and an end-of-term research project is utilized to evaluate the student's learning. The spring term section of this course offers an optional community service component.

PSYC-430 Developmental Psychology (S)

Four class periods, for Uppers and Seniors. An examination of human growth and development from infancy through adolescence. The role of early experiences and biological factors in later formation of personality and intellectual and motivational behaviors will be considered. Different theoretical perspectives (psychodynamic, social learning, and biological) of psychological development will be examined as they relate to developmental milestones. Among the theorists to be studied are Piaget, Erikson, Freud, Gilligan, and Bandura. The format of the course includes readings, films, quizzes, written assignments, and both group and individual projects. (Dr. Aloviseti)

Theatre and Dance

Only four-year students are subject to a theatre and dance requirement. That requirement is fulfilled exclusively by the *Theatre 200 (Perception and Performance)* course, usually taken in the Lower year. All other courses in the Department of Theatre and Dance are electives, open to the various classes as noted. Courses in theatre are designed for students who wish to explore formally the elements of stage work and to supplement (or substitute for) extracurricular work in productions. A variety of experiences is available: Some courses result in performance or technical projects; some courses study theory; some do both. Theatre students are encouraged, though not required, to supplement their class work by participating in any of the numerous productions mounted each year. All courses in theatre and dance, if failed, cannot be made up by an exam.

THEA-200 Perception & Performance (F-W-S) (one-half course)

Two single class periods and one double period, with one hour of outside class preparation each week. This experiential class will involve students in an exploration of how human beings perceive universal conditions and respond through performance. The course will explore the collaborative process and give students an opportunity to experience and understand a dramatic event. Ritual, character, and story will serve as focal points for sections of our discovery while we introduce different theatrical styles and each of the various elements of complete technical theatre. Throughout the course students will be made aware of how the theatre comments on the historic conflicts of an age or reflects the human condition. Focusing on theatre as a performing rather than a literary art, all concepts in the course will be developed through experiential exercises, culminating in a short performance.

THEA-210 Introduction to Acting (F)

Four class periods. Open to all classes, this course is designed for students with little or no acting experience. By doing exercises in movement and voice production, reading, improvisation, and scenes, a student who is curious about the theatre may determine whether he or she has ability or interest in acting while learning some-

thing of the process of characterization, the major responsibility of the actor. The emphasis is on the variety of acting experiences rather than on a polished final product. (Mr. Heelan)

THEA-270 Lighting
(W)

Four class periods. The course will introduce the student to the art of lighting design while also providing an opportunity to observe light in nature, art, stage, screen, and created environments. The course will allow the individual to gain applied practical understanding regarding the color theory of light, the psychology of color and light, and controllable qualities of light. The design process will be utilized as a method of dramatic interpretation. Artistic expression will be achieved through practical use of lighting instruments, laboratory projects, experiments, and school productions when applicable. (Mr. Murray)

THEA-280 Costuming
(F)

Four class periods. An introductory exploration into the areas of costume design and costume construction, this course will highlight primary design elements utilized in costume design for the stage and screen, i.e., line, color, tone, texture, movement, mood composition, balance, and focus. The course will examine historical period silhouette and the art and craft of the stage costume. Practical experience will be given in areas including construction, flat patterning, draping, and fabric manipulation.

THEA-290 Scene Design
(S)

Four class periods. This course will introduce the student to the elements that inform the scenic designer's choices (the theme and mood of a script, lines of action, focus, constraints, whimsy) and discuss methods of formulating cohesive, functional, and effective design for a show. The student will be introduced to many materials and techniques available to a designer for realizing his or her ideas as a physical product. Special attention will be spent on the process of the design concept: collaboration, formulation, presentation, discussion, evaluation, and reworking. Students will be graded on both design projects and classroom participation. This is a seminar class that relies upon the open and frank exchange of ideas to stimulate creativity.

THEA-330 Theatre Theory and History
(not offered in 2006–2007)

Four class periods. Open to Seniors and Uppers. Lowerers may enroll with permission of the instructor. We will trace the role of theatre in Western culture from the Greeks to the present American stage, focusing on how important artists broke through theatrical plateaus, creating new forms to communicate with their audiences. The vehicles for our lecture discussion-based journey might include plays and writings by Aeschylus, Shakespeare, Moliere, Strindberg, and Miller; designs from the Romans, the Elizabethans, Reinhardt, Craig, Appia, and Mielziner; and theorists such as Aristotle, Stanislavsky, Brecht, Beck, and the Bread and Puppet Theatre. A major term project will wrap up the course with students' thoughts on how to push beyond present plateaus to re-establish the vitality of theatre for our culture today.

THEA-360 Introduction to Directing
(W)

Four class periods. Since directing plays is the most complex of theatrical tasks, this course will focus on methods to unlock the life of a script in the realization of production. Studies will include historic styles and productions, emphasizing their staging. Students will learn the dynamics of floor plans and their effect on blocking, the potentials for lighting and its effect on mood, the importance of rhythm and spectacle, and strategies to harness them. While no class on directing can function without including discussion of the actor's craft, this class will only touch on this area, which will be further developed in *Theatre 510*. **Prerequisite:** *Theatre 210, 270, 280, or 290*, or permission of the instructor.

THEA-380 Technical Production
(F-W-S)

Five class periods. This is a practicum course in which students work on the technical elements for faculty-directed dance and theatre productions being produced by the department in that term. Skills learned will depend on the requirements of the particular show. Some lab hours to be arranged outside of class time.

THEA-381 Scenic Construction
(W)

Five class periods. Students learn and practice fundamental theatrical scenic construction techniques. Specific topics covered are shop, stage, and power tool safety; how to read and build from technical drawings; platform and flat construction; doors and windows; safe legging and support techniques; rigging systems; and scene painting. In-class instruction is supplemented by readings from *Stage Scenery: Its Construction and Rigging*, by A.S. Gillette and J. Michael Gillette, or similar text.

THEA-400 The Creative Self
(S)

Students will create a multimedia performance piece using improvisation techniques. Students will learn a variety of different techniques integrating movement, text, sound, visual components, and personal stories. The class will study the development of performance art through this century starting with the Dada movement, the Bauhaus theater, the beginnings of modern dance, the post-modern movement, happenings, and Butoh, ending with the contemporary performance art scene. No prerequisite required. The class will be geared toward Uppers and Seniors; Lowerers may enroll with permission of the instructor.

THEA-420 Public Speaking
(F-S)

Four class periods. The course has a dual objective: to learn how to speak easily in front of others, and to learn how to construct a speech and perform the speech in English. Students give prepared speeches on a variety of topics.

THEA-510 Advanced Acting and Directing Workshop
(S)

Four class periods. Enrollment by permission of the instructor. This course, for both the actor and the director, investigates tools to create a character on stage. We will learn to analyze a character and to unlock the toolbox of an actor. Students will take turns between acting and directing scenes after thorough analysis of the material. Course projects will include showing one's work as both actor and director to an actual audience. The total time requirement for this course (class time plus homework) may exceed the standard nine hours per week.

THEA-520/1 Play Production
THEA-520/2
THEA-520/3

By audition only. This course is comprised of the performance of a significant work by an important playwright. Recent choices include *All My Sons*, *Rhinoceros*, *Rosencrantz and Guildenstern Are Dead*, *Hamlet*, and *The Bells of Amersfoot*. Students will study the text and work with a faculty director to realize the play in full production. While all Lower, Upper, and Seniors are eligible, this course is designed as a synthesis experience to apply skills learned in other courses. *Play Production* may be taken as a sixth course only if the student has no grade below a "4" in the previous trimester. Students must be enrolled in *Play Production* in order to participate in any major role. The total time required for this course (class time plus homework) may exceed the standard nine hours per week.

THEA-530 Shakespeare Workshop (S)

Four class periods. Open to Uppers and Seniors. An intensive study of several plays by Shakespeare, with the major emphasis on performance of text. Close attention is given to pronunciation, diction, rhythm, dynamics, and interpretation. Students read aloud, act, memorize, and perform scenes and soliloquies. This course is offered also as *English 311*, and students will be required to write papers similar to those required by *English 310*. (Prerequisites for *English 311* are listed in the English department course description.) (Mr. Heelan)

ENGL-593 Play Writing

See description under *English 593*.

World Languages

Andover's requirement of at least three high school years of an ancient or modern language rests on the firm belief that direct acquaintance, through language, with the spirit and people of other lands is a psychological and intellectual resource of inestimable value for each individual, for every country, and for our common world.

The diploma requirement is normally satisfied by successful completion, in one language, of three trimesters at the 300-level reached through the regular or intensive sequences (100, 200, 300, or 100, 150, 250, 300), or of one trimester of 400-level reached through the accelerated sequence (120, 220, 4XX). In order to encourage students to consider studying a language which may not have been available to them prior to coming to Andover, the World Language Division will also, by petition, allow students to fulfill the requirement by successfully completing a total of three levels in two different languages. This must be done by successfully completing the first or second level of a less commonly taught language (Chinese, German, Greek, Japanese, or Russian), with the balance done in another language (typically French, Latin, or Spanish).

Placement of new students is based on their previous school record, on the placement test, on the questionnaire sent to them and their current language teachers in the spring, and, when appropriate, on a personal interview with the language chair at Andover. Details regarding various options and the diploma requirement as it is applicable to incoming Uppers and Seniors who begin a new language at Andover are available from the Registrar's Office. Further information may be found in the pamphlet titled *World Languages at Andover*.

Each of our languages, ancient and modern, may appropriately be started by students of any grade, Juniors through Seniors. Most Andover students continue their language study beyond the third year. Some study a second language in addition.

Small classes, flexible placement, and opportunities for acceleration assure that each student is in the optimal learning situation. In the case of modern languages, the world language is the language of the classroom. In conversation, in reading, and in writing, the goal is direct communication in the world language rather than communication through translation. The classroom experience is expanded by the Language Learning Center, media resources (e.g., periodicals, radio broadcasts, videotapes, movies, computers), the staging of plays, club activities, lan-

guage events, service learning programs, and programs at Andover or nearby schools. At all levels of instruction, attention is focused both on basic language skills and, increasingly, on the literature, history, and various art forms that reveal the people whose languages are being studied. Students are advised to take the College Board SAT II Subject Test in a world language as late as possible in their course of study, and in no case earlier than the second trimester of the third level.

For information on School Year Abroad, students should consult the SYA program coordinator.

Chinese

Chinese, the language with the largest number of native speakers in the world, serves as one of the five working languages in the United Nations. Knowing Chinese has become important for a wide variety of careers in business, law, and politics. Although somewhat mysterious to Western eyes and ears, Chinese is no more difficult to speak than any other language. With no conjugations, verb tenses, or declensions, it has some aspects that make the learning easier.

Mandarin Chinese is the language of instruction. Pinyin is the standard Romanization system for all courses. Simplified characters are taught in most courses. Beginning courses build listening and speaking skills. The skills of reading and writing are also developed. Students have access to audio and video materials and computer software. Opportunities are available for students of Chinese to participate in the five-week study/travel summer program in China and an academic year program, both run by School Year Abroad in Beijing, China.

CHIN-100/0 Beginning Chinese
 (a yearlong commitment)

Five class periods. An introduction to modern spoken and written Chinese, stressing pronunciation and aural-oral facility, and including the reading and writing of characters.

CHIN-120/5 Accelerated Beginning Chinese (T2)
 (a two-term commitment)

Five class periods. Especially competent students will be recommended by the department for this accelerated course at the conclusion of the first trimester of *Chinese 100*. Upon successful completion of this course, students move on to *Chinese 220/0*.

CHIN-130 Introduction to Chinese Language and Culture (S)

Five class periods. This is a term-contained introductory course. Students are expected to learn practical dialogue in Chinese, as well as become familiar with Chinese culture, including cooking, festivals, and social customs.

CHIN-200/0 Second Level Chinese (a yearlong commitment)

Five class periods. Continued emphasis on proficiency in typical everyday situations. Essential features of Chinese grammar are introduced. Texts with both characters and Pinyin Romanization are replaced by all-character text.

CHIN-220/0 Accelerated Second Level Chinese (a yearlong commitment)

Five class periods. Upon successful completion of this course, students move directly to *Chinese 400* by permission of the department.

CHIN-300/0 Third Level Chinese (a yearlong commitment)

Four class periods. More emphasis on reading and writing. Graded readers are used. Their contents include folk tales, stories, episodes from literary works, biographies, and introduction to Chinese history and culture. There are regular written assignments, including longer compositions.

CHIN-400/0 Fourth Level Chinese (a yearlong commitment)

Four class periods. Readings are selected to stimulate interest in Chinese culture, ancient and modern. Topics in history, literature, and current events will serve as the bases for discussions and compositions. Graded readers and simple originals are used.

**CHIN-500/1 Stories in Modern Chinese
CHIN-500/2
CHIN-500/3**

Four class periods. Extensive Chinese folk stories are used as basic texts. The course focuses upon the study of rhetorical devices and idiomatic usage. The course develops high proficiency in speaking and reading.

CHIN-520 Communication in Modern China (not offered in 2006–2007)

Four class periods. Chinese news broadcasts, films, and segments of Chinese TV programs are studied. Emphasis is placed on students' listening comprehension of and written reflections upon Chinese in real-life communication. Topics in current events are discussed exclusively in Chinese.

Chinese 500 and *Chinese 520* are offered in alternate years. (2006–2007 offering: *Chinese 500*)

French

The French department offers courses at six different levels, from beginning through advanced placement and beyond to courses for fluent speakers. At all levels French is the language of the classroom and in all courses it is taught in cultural contexts. The first two years emphasize basic language structures; the third serves as a transition to advanced courses that offer in-depth study of the literature and civilization of France and other French-speaking areas, especially those in Africa and North America. Each year, the Academy enrolls French-speaking students from abroad who provide important first-hand contact with Francophone cultures. To enhance a student's language experience, the opportunity to study in Rennes is offered through the School Year Abroad program. Information is available through the SYA program director. There are also various summer programs offered by other institutions. Information on any of these off-campus opportunities can be obtained from the world languages office.

FREN-100/1 First Level French

Five class periods. This course is designed for those students who have had little or no previous world language experience. The course emphasizes listening comprehension and the use of basic conversational patterns of French speech. Elementary grammatical and idiomatic structures are introduced, as well as appropriate reading material. Students make extensive use of video materials both in and out of class. Assignments are regularly required in the Language Learning Center. (Text: *French in Action*, Capretz)

FREN-110/1 First Level French

Five class periods. This course is designed for those students who have had previous experience in French, but who are not sufficiently prepared for the second-level course. The course emphasizes listening comprehension and the use of basic conversational patterns of French speech. Elementary grammatical and idiomatic structures are introduced, as well as appropriate reading material. Students make extensive use of video materials both in and out of class. Assignments are regularly required in the Language Learning Center. (Text: *French in Action*, Capretz)

FREN-110/5 First Level French (T2) (a two-term commitment)

Five class periods. This course is a continuation of the First Level French course for students from both *French 100* and *French 110* in preparation for *French 200* the following year. (Text: *French in Action*, Capretz)

FREN-120/5 Accelerated First Level French (T2) (a two-term commitment)

Five class periods. Students will be recommended by the teacher for this accelerated course at the conclusion of the first trimester of *French 100* or *French 110*. Successful completion of *French 120* allows students to advance to *French 220*. The *French 100/110–120–220* sequence covers three years of French in two years. (Text: *French in Action*, Capretz)

FREN-200/0 Second Level French (a yearlong commitment)

Five class periods. For students who have completed *French 110*, or for new students who qualify through a placement test. While continuing to develop aural-oral skills, this course involves reading non-technical French prose and writing simple compositions. (Text: *Par Tout le Monde Francophone*, Herbst, Sturges)

FREN-220/0 Accelerated Second Level French (a yearlong commitment)

Five class periods. Upon successful completion of this course, students continue their study in fourth-year courses. Because of the rapid pace, each student's progress will be closely evaluated in November to determine whether it is in his or her best interest to move to *French 200*. (Possible texts: *Le Petit Nicolas*, Sempé and Goscinny; *Le Comte de Monte Cristo*, Dumas; *Les Jeux Sont Fais*, Sartre; *Une Fois Pour Toutes*, Sturges, Nielsen, Herbst)

FREN-300/0 Third Level French (a yearlong commitment)

Four class periods. This yearlong course develops listening, speaking, reading, and writing skills through a review of grammar and the study of original films, such as *Au Revoir Les Enfants*, *Les Choristes*, and *L'Homme Qui Plantait Des Arbres*. Articles from magazines and newspapers, online resources, and occasional literary texts complement this core program. In the fall and spring terms, as a final project, students make a presentation on a topic of their choice. Preparation for this exercise requires considerable writing, while the presentation itself emphasizes speaking. (Text: *Une Fois Pour Toutes*, Sturges, Nielsen, Herbst)

ADVANCED COURSES

FREN-400/1 Advanced Conversation (F)

Four class periods. Intended for students who understand, read, and write French well and who already speak at a competent level, but who desire to develop further conversational skills and acquire the vocabulary and idiomatic expression necessary to be able to discuss major cultural and social issues. The course is based on current articles taken directly from the French and Francophone press. The students also read further, develop their own points of view, and keep a journal about current social trends and problems. Diction, elocution, and intonation are also stressed through debates and role-playing.

FREN-400/2 The Francophone World (W)

Four class periods. Students continue the study of French through a focus on the French speaking areas outside of France. The course studies the civilizations of North, West and Sub-Saharan Africa and of the Antilles, and includes a study of the geographical, social, and historical aspects of these regions of the world.

FREN-400/3 The Francophone Presence (S) in the U.S.A.

Four class periods. A study of the immigration patterns and the cultures of Haitians and Francophone Asians in the United States, with special attention to the Francophone communities in Lawrence and Lowell, Mass. This service-learning course will consist of two classes on campus and one double-period class per week working with the Francophone communities in our neighboring cities. In addition to writing daily in a journal, students will be expected to present a final project documenting a case study or a particular topic of the course. **Prerequisite:** enrollment in *French 400* for the winter term.

FREN-420/0 French Literature (a yearlong commitment)

Four class periods. A transition from the use of reading as a means of learning the language to the use of language as a means of understanding literature. Vocabulary expansion, increased oral fluency, and written accuracy are developed within the context of literary analysis. Readings have recently included *L'Etranger*, Camus; *Le Colonel Chabert*, Balzac; *Rhinocéros*, Ionesco; *La Femme Cachée*, Colette; *Nouvelles Orientales*, Yourcenar; *Boule de Suif*, de Maupassant; and the introduction to *Le Deuxième Sexe*, de Beauvoir. Students also see French movies that relate to the themes of the course. Students successfully completing this course are encouraged to take *French 520*.

FREN-450/1 History of France: (F) 1610-1815

Four class periods. This course will explore the creation of unified France from the beginning of the reign of Louis XIII through the end of the First Empire. Emphasis will be on the final consolidation of power under Louis XIV, the succeeding years, the tumultuous years of the French Revolution, and the First Empire under Napoleon I. Emphasis will be placed not only on historical events, but on their influence on the French art, music, and architecture of the time.

FREN-460/2 History of France: (W) 1815-1945

Four class periods. This course will focus on the history and culture of France from the defeat of Napoleon I until the end of World War I, with emphasis on the prolonged struggle to institute democracy, the development as an industrialized nation with pressures for social reform, and France's grandeur as a colonial power and as a center for the arts. Particular attention will be paid to the study of French impressionism and the other dominant schools of art, literature, and music.

FREN-470/3 Contemporary French (S) Civilization

Four class periods. This course deals with aspects of contemporary French civilization such as the family, the school system, politics, gender roles, art, and popular culture. The emphasis is on learning about culture comparatively through the discussion of articles, films, and comic strips. The course includes research on the Web and e-mail with French students.

FREN-500/1 Advanced Placement FREN-500/2 Language

FREN-500/3

Five class periods. Designed to meet the requirements of the Advanced Placement examination in French Language, this course is open to students who have completed three terms of fourth-level French and to qualified new students. Emphasis is placed on vocabulary, grammar, conversation, composition, and reading, not only in literature, but also in current newspapers and periodicals. The choice of texts is generally determined by the class and the instructor.

FREN-520/0 Advanced Placement Literature (a yearlong commitment)

Five class periods. Open with departmental permission to students who have completed three terms of fourth-level French and to others who are properly qualified. Primarily a seminar in which students share their interpretations of works studied in class discussions and oral exposés, the course also includes lectures and instruction in *explication de textes*. Preparation for the Advanced Placement Examination in French Literature includes the close reading of texts such as *Fables*, La Fontaine; *L'Ecole des Femmes*, Molière; *Candide*, Voltaire; *Pierre et Jean*, de Maupassant; *La Guerre de Troie n'aura pas lieu*, Giraudoux; *L'Enfant Noir*, Camara Laye; and the poetry of Labé, Ronsard, Baudelaire, Apollinaire, and Hébert. This course may require more than the standard four to five hours per week of homework.

FREN-600/1 Modern Literature FREN-600/2 FREN-600/3

Two two-hour class periods. A seminar course open to students who have completed 500-level French or the equivalent. The course studies modern novels, plays, poetry, and films. The student may write and/or perform a play. The books studied may include *La Peste*, Camus; *Un Amour de Swann*, Proust; *La Vie devant soi*, Ajar; *La P...respectueuse*, Sartre; *Coq de Bruyère*, Tournier; and *La Civilisation, ma Mère*, Chraïbi. Films recently studied include *Diabolo Menthé*, Kurys; *Rouge*, Kieslowski; and *Manon des Sources*, Pagnol.

German

German is spoken in four countries with diverse cultural, political, and economic traditions: Austria, The Federal Republic of Germany, Liechtenstein, and Switzerland. It is also the mother tongue of significant minorities in neighboring countries. Among Europeans, in fact, the approximately 98 million native speakers of German greatly outnumber those of English, French, Italian (58-60 million each), or Spanish (36 million). In business, diplomacy, and tourism, German stands second only to English in Western Europe, and in Eastern Europe it holds first place. It is the language of many of modern history's most notable writers, scientists, musicians, and philosophers, among them Nietzsche, Beethoven, Bach, Einstein, Freud, Goethe, and Mozart. As English is a Germanic language, the study of German is quite accessible for English speakers. No prior world language experience is necessary to begin the study of German. Many students find the study of German enhances their comprehension of English grammar and gives them a unique insight into the English language.

The department offers a five-year course of study in reading, writing, and speaking German. Digital lab materials, most of which are available to students over the Web, and contemporary films supplement language immersion in the classroom. Completion of *German 300* prepares students for the College Board SAT II subject test while completion of *German 420* prepares students for the Advanced Placement Exam. Students at the 2nd, 3rd, and 4th levels also have the opportunity to participate in the National German Exam as well as the American Association of Teachers of German 3-week summer study-home stay program in Germany.

GERM-100/0 Beginning German (a yearlong commitment)

Five-hour course. A yearlong elementary course in speaking, listening comprehension, reading, writing, and culture. Current text: *Deutsch Aktuell 1*, by Kraft, supplemented by digital lab exercises, contemporary films, songs, and adapted short stories.

GERM-120/5 Accelerated First Year (a two-term commitment)

Five class periods. Open to students who have completed the fall term of *German 100* with distinction and who have been recommended by their instructor. Superior work in this course enables students to enter *German 250* the following fall, followed by *German 300* in the winter and spring terms, thereby completing three

years of the study of German in two years. An accelerated course in grammar, speaking, listening comprehension, reading, and culture, this course may require more than the standard four to five hours of homework per week. Current texts: *Deutsch Aktuell 1* and *2*, by Kraft, supplemented by video, digital lab exercise, contemporary films, poems, songs, and adapted short stories.

GERM-200/0 Second Year German (a yearlong commitment)

Open to students who have successfully completed *German 100* or its equivalent. The study of basic grammar, conversation, and reading skills is continued along with the introduction of theme writing. Current texts: *Deutsch Aktuell 2*, Kraft; *Emil und die Detektive*, Kästner; supplemented by digital lab exercises, contemporary films, songs, and adapted short stories

GERM-220/1 Accelerated Second Year
Five class periods. Open to students with strong learning skills who have completed *German 150* or its equivalent with distinction. This accelerated course covers the spring term *German 200* syllabus with the addition of intensive grammar review and writing. This course may require more than the standard four to five hours of homework per week. Successful completion of this course qualifies students to enter *German 300* in the winter term. Current text: *Emil und die Detektive*, by Eric Kästner, supplemented by movies and digital lab exercises.

GERM-300/0 Third Year German (a yearlong commitment)

Four-hour course. Open to students who have successfully completed *German 200* or its equivalent. This course develops the language skills in speaking, listening comprehension, reading, and writing through the introduction of German texts in the original. Greater emphasis on classroom discussion as well as short essay writing is introduced. Students are introduced to a wide variety of authors and genres, including *Biedermann und die Brandstifter*, Frisch; *Das fliegende Klassenzimmer*, Kästner; and a selection of short stories and poems. A short theatrical presentation in German complements other classroom work. Digital lab exercises, contemporary films, and songs supplement the reading. Successful completion of this course prepares students for either of the college board SAT II subject tests in German.

GERM-400/1 Advanced German **GERM-400/2** **GERM-400/3**

Four-hour course. Open to students who have successfully completed *German 300* or its equivalent.

Students are exposed to a variety of German works across different time periods, including poems, plays, short stories, and novels. Classroom discussion and essay writing continue to be central to the course, while there is an added emphasis on current events in the German-speaking world. Vocabulary expansion, increased oral fluency, and written accuracy are developed within the context of literary analysis. Selective review of advanced grammar topics is incorporated. Students are encouraged to avail themselves of a weekly German table (*Stammtisch*) to improve fluency. Authors currently read: Brecht, Dürrenmatt, Kafka, Rilke, and Zweig.

GERM-420/0 Advanced Placement German (a yearlong commitment)

Five-hour course. The content of this course is identical to that of *German 400*, with one additional hour of AP preparation per week. This course may require more than the usual four to five hours per week of homework.

GERM-500/1 Fifth Year German **GERM-500/2** **GERM-500/3**

Four class periods. Open to students who have successfully completed three terms of 4th level German or its equivalent, this course varies with the needs of the class. It is usually a seminar in the analytical reading and discussion of German classics. Frequent writing of greater length is expected. A term paper or student-designed independent project replaces the final exam. Authors currently read: Brecht, Goethe, Kafka, Lenz, and Zweig.

Greek

Through the study of Greek, the Department of Classics offers students a direct entry into Greek literature. The Greek alphabet is easily mastered in the first few class meetings, and students quickly discover that the poetic and expressive qualities of Greek language and literature stimulate the imagination and illuminate the early political and intellectual development of the Mediterranean basin. The regular sequence in Greek is *Greek 100*, *200*, *300*, and *400*, though students wishing to accelerate may want to consider *Greek 195* followed by *Greek 300*, with the permission of the department.

GREK-100/0 **Greek, First Level**
(a yearlong commitment)

Five class periods. The course introduces the student directly to the classical Greek of Periclean Athens through a series of readings that present not only the vocabulary, forms, and syntax of the language, but also the thoughts, feelings, and actions that characterize Greek culture. Though preliminary selections are necessarily simplified, within the first year students are reading excerpts in their original form from various Greek authors.

GREK-130 **Introduction to Greek**
(F)

Four class periods. This course is for students whose curiosity for the Greek language and literature has been aroused by their studies in other areas. For students who plan some day to study Russian or German, this course provides an excellent introduction into the intricacies of a highly inflected language. The student is also treated to an inside preview of a literature that, over the centuries, has provided inspiration and models for the literature of the Western World. It is a term-contained course, but students wishing to continue with Greek will have the opportunity to do so.

GREK-195/0 **Greek, First and Second Level, Intensive**
(a yearlong commitment)

Five class periods. The course is open to Seniors, Uppers, and others, with the permission of the department. It covers in one year the essential material of *Greek 100* and *Greek 200*, and basic forms and structure, along with ample selected readings from various Greek authors.

GREK-200/0 **Greek, Second Level**
(a yearlong commitment)

Five class periods. This course continues the format of *Greek 100*, with further systematic development of reading skills and control of vocabulary, forms, and syntax through the medium of more advanced selections from the Greek masterpieces, always with the purpose of understanding the spirit of the people who produced them.

GREK-300/0 **Greek, Third Level: Iliad and Odyssey**
(a yearlong commitment)

Four class periods. Students will study selected works of Homer, Herodotus, and Plato.

GREK-400/1 **Greek, Fourth Level:**
GREK-400/2 **Philosophy and History,**
GREK-400/3 **Tragedy, Lyric**

Four class periods. Ancient concepts of justice and morality are examined through the works of Plato and Thucydides. Human tragedy is explored in a play of Sophocles or Euripides. One term is devoted to the study of emotion and self-expression in the Greek lyric poets.

Japanese

JAPA-100/0 **Japanese, First Level**
(a yearlong commitment)

Five class periods. Open to all students. Seniors may take the course, but in situations of high enrollment, priority will be given to younger students to fulfill language requirement. Students will learn to express themselves in a variety of conversational situations and to read and write *hiragana*, *katakana*, and about 15 *kanji*, or Chinese characters. Classroom instruction will be based on *Adventures in Japanese*, Book 1, and its corresponding workbook. Students will learn not only the basic grammatical structures but also important elements of Japanese culture.

JAPA-130 **Introduction to Japanese**
(S)

Four class periods. This course is designed for students who are thinking of traveling to Japan and/or studying Japanese as a second language at Andover or in college. In addition to developing survival-level speaking skills, students will learn to read and write using *katakana*, *hiragana* and 50-75 *kanji*, or Chinese characters. Students will also sing and perform short skits, and will follow at least one popular animated film in Japanese. Selections from the textbook *Minna No Nihongo I*, *karaoke* songs, audio and video tapes, visits by Japanese-speaking guests, and materials developed by the instructor will support classroom instruction. In the last weeks of the course, students will research a social, cultural, or historical topic in which they are personally interested and then present it to their classmates.

JAPA-200/0 **Japanese, Second Level**
(a yearlong commitment)

Five class periods. Open to students who have successfully completed first-level Japanese or its equivalent. A continuation of *Japanese 100*, the instruction will be based on *Adventures in Japanese*, Book 2, and its workbook. In this course there is an increased emphasis on grammar and an additional 150 *kanji*.

JAPA-300/0 **Japanese, Third Level**
(a yearlong commitment)

Four class periods. Open to students who have successfully completed second-level Japanese or its equivalent. Instruction is given based on *Adventures in Japanese*, Book 3, and its workbook. Emphasis is placed on more conversational practice using the previously learned grammar and more advanced new grammar. Additional emphasis is placed on a significant increase in *kanji* characters. Students are expected to learn an additional 150 *kanji* by the end of the course.

JAPA-400/0 **Japanese, Fourth Level**
(a yearlong commitment)

Four class periods. Open to students who have successfully completed third-level Japanese or its equivalent. Using the advanced textbook of *Adventures in Japanese*, Book 4, and its workbook, students will learn to express themselves more creatively and to communicate with status-appropriate word usage. Students will learn an additional 150 *kanji* by the end of the course. Emphasis is placed on more advanced Japanese culture and understanding Japanese history and values. Projects include interviews, research, and the final papers.

JAPA-500/1 **Japanese 500**
JAPA-500/2
JAPA-500/3

Four class periods. This course focuses on the development of additional *kanji*, and on vocabulary expansion through the study of Japanese newspapers, short stories, and a feature-length film. Emphasis is placed on students' listening comprehension and speaking proficiency.

Prerequisite: A successful completion of *Japanese 400* and/or the approval of the instructor.

JAPA-520**AP Japanese Language and Culture**

(a yearlong commitment)

This course is modeled on the AP syllabus, and is designed to be comparable to college/university Japanese courses where students complete approximately 300 hours of college-level classroom instruction. Like the corresponding college courses, the AP course supports students as they develop the productive, receptive, and cultural skills necessary to communicate with native speakers of Japanese. Students' proficiency levels at the end of the course are expected to reach the intermediate-low to intermediate-mid range, as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

Latin

The Department of Classics offers students a direct entry into the traditional Latin literary curriculum while at the same time providing students with an opportunity to develop a more sophisticated historical and international perspective. Whenever possible, traditional language study is supplemented with readings in English that address both ancient and modern cultural concerns.

LATN-100/0 Latin, First Level

(a yearlong commitment)

Five class periods. The purpose of the course is to teach students the basic features of the Latin language and of Roman culture in relation to other cultures, e.g., family life and societal relationships, slavery, travel, sports, life in the big city, entertainment, and education. Students learn the traditional forms and syntax. All six tenses, indicative and passive, are covered, as well as all five declensions of nouns, three declensions of adjectives, and the standard pronouns. There is extensive practice in recognizing endings of nouns, adjectives, pronouns, and verbs, as well as case uses and normal Latin sentence structures, with the goal of mastering basic techniques of accurate translation and comprehension of Latin sentences and stories. Students complete the textbook, *Jenney's First Year Latin*, then study *Jenney's Second Year Latin* up through the ablative absolute.

LATN-130 (F-S)**Introduction to Latin**

Five class periods. Comparable to the first term of *Latin 195*, but with less depth of coverage, this one-term course is for students seeking an introduction to the Latin language or those whose studies in other languages (including English) have aroused their curiosity about the workings of languages (grammar, syntax, and vocabulary). It offers special profit and fascination to students of French, Spanish, and Italian, since it gives a wider perspective on much of what they already know. For students who plan some day to study Russian or German, it serves as an introduction to the workings of highly inflected languages. It is a term-contained course, but students wishing to continue with Latin will have the opportunity to do so.

LATN-195/0 Latin, First and Second Level, Intensive

(a yearlong commitment)

Five prepared class periods. This course covers in one year the essential elements of *Latin 100* and *Latin 200*.

LATN-200/0 Latin, Second Level

(a yearlong commitment)

Five prepared class periods. During the fall, the linguistic and cultural approach of *Latin 100* is continued as the class reviews and completes the basic grammar (including participles, subjunctives, and indirect statements) and reads about other aspects of Roman life. In the winter and spring, students read selections from Caesar, Livy, Ovid, and Apuleius' tale of *Cupid and Psyche*.

LATN-300/0 Latin, Third Level: Livy, Catullus, Cicero, Vergil

(a yearlong commitment)

Four prepared classes, all single periods. Students begin the fall with a thorough review of the Latin language in conjunction with correlated reading passages. In the latter half of the fall, students read selections from Livy or Cicero. In the winter, students read the lyric love poetry of Catullus and selections from Cicero's speech, *Pro Caelio*, defending one of Catullus' former friends against charges brought by the woman to whom Catullus wrote his most famous poems. In the spring, students read selections from Book II of Vergil's *Aeneid*, the story of the Trojan Horse and the destruction of Troy, a heroic backdrop for very human struggles of duty and loyalty among women and men, parents and children, leaders and followers, humans and their gods.

ADVANCED COURSES

Latin 520V (AP Vergil) and *Latin 520L* (AP Lyric, Horace, and Catullus) are open to students who have completed *Latin 300* and have met other criteria set by the Department of Classics. Although students normally read Vergil (*Latin 520V*) the year after taking *Latin 300* and Latin lyric (Horace and Catullus, *Latin 520L*) the year after reading Vergil, students completing *Latin 300* may sign up for *Latin 520L* on a space-available basis, preference being given first to all completing *Latin 520V*, then to Uppers completing *Latin 300* with honor grades, then to others at the discretion of the Department of Classics. Students may not switch between *Latin 520V* and *520L* during the year.

LATN-520V/0 Advanced Placement**Latin: Vergil**

(a yearlong commitment)

Five prepared class periods. This course prepares students for the Advanced Placement exam in Vergil. Students read the entire *Aeneid* in English and substantial selections of Books I, IV, and VI in Latin, examining Vergil's literary form and technique, as well as the philosophical and political dimensions of his age. Book II, which students will have read in the spring of *Latin 300*, is reviewed quickly. Book I frames Rome's 1,000-year ascendancy in the rivalries of divine wills. Book IV tells the story of the tragic conflict between Aeneas' love for Queen Dido and his obligation to imperial Roman destiny. Book VI features Aeneas' descent into the underworld to gain prophetic visions of Rome's future greatness. Brief selections from Books VII-XII, the "Roman Iliad," round out the readings for the year. **Prerequisite:** a grade of "5" or higher in *Latin 300* or permission of the department.

LATN-520L/1 Advanced Placement Latin:**LATN-520L/2 Horace, Catullus****LATN-520L/3**

Four prepared class periods. This course prepares students for the Advanced Placement exam in Horace and Catullus, the logical sequel to the Vergil AP course.

In the fall, they come face to face with the brilliance, passion, and candor of Catullus' lyric genius. In the winter term, students study the lyric poetry of Horace, experiencing firsthand his *curiosa felicitas*, admired and celebrated by other poets for 2,000 years. In the spring, students learn to compare and contrast these two monumental literary figures, at the same time reviewing for the Advanced Placement exam. **Prerequisite:** a grade of "5" or higher in *Latin 300* or permission of the department.

Russian

With the demise of the Soviet Union and resulting rapid expansion in East-West activity, the ability to communicate in Russian and knowledge of Russian culture have lost none of their importance. At the beginning of the 21st century, there are more contacts now with Russia and countries of the former Soviet Union than ever before. Not only are American business, science, and technology clamoring for Russian speakers to work in and with the new Russia, but Russian remains the *lingua franca* in all the former Soviet republics, making it extremely important now for national security reasons as well.

No prior world language experience is necessary to begin the study of Russian. Before studying Russian, many consider it strange and difficult, but its alphabet and vocabulary have the same sources as English, and it follows many of the same principles of grammar. Continuous oral, visual, and instructional use quickly make Russian familiar and enjoyable.

The Russian department offers a five-year course of study. This well-established program ensures confident progress in speaking, aural comprehension, reading, and writing. Elementary courses use computer drills and presentations to strengthen grammar skills and improve vocabulary learning. At the upper levels, students use Russian word processors for their compositions and the Web for research and course work. Video is used throughout to improve understanding of culture as well as language. Students who have had success in another world language or who have some prior experience with Russian are encouraged to consider taking *Russian 195*. It is the policy of the World Language Division to use the target language exclusively in the classroom.

RUSS-100/0 Introduction to Contemporary Russian (a yearlong commitment)

Five class periods. A yearlong elementary course in speaking, listening, reading, and writing. Texts: all-digital textbook developed by the department for exclusive use at Phillips Academy; reference materials.

RUSS-120/5 Accelerated First Year (a two-term commitment)

Five class periods. Open to students who have completed the fall term of *Russian 100* with distinction and who have been recommended by their instructor. Superior work in this course enables students to enter *Russian 250* in the fall, followed by *Russian 300* in the winter and

spring terms, thereby completing three years of Russian language in two years. An accelerated course in grammar, speaking, listening comprehension, reading, and culture, this course may require more than the standard four to five hours of homework per week. Texts: the same as those of *Russian 100* and *Russian 200*.

RUSS-130 A Short Course in Beginning Russian (S)

Four class periods. A term-contained introduction to speaking, reading, and writing Russian, using conversational text materials, this course enables students to feel comfortable with the somewhat different features of a Slavic language. It also gives a sound foundation for continuing courses in Russian language, history, and literature, whether at Andover or in college.

RUSS-200/0 Intermediate Contemporary Russian (a yearlong commitment)

Five class periods. Completion of the elementary course with continued emphasis on active use. Texts: all-digital textbook developed by the department for exclusive use at Phillips Academy; reference materials. **Prerequisite:** successful completion of *Russian 100*.

RUSS-220/1 Accelerated Second Year

Five class periods. Open to students with strong learning skills who have completed *Russian 150* or its equivalent with distinction. This accelerated course completes the work of *Russian 200* with the addition of intensive grammar review and writing. Successful completion of this course qualifies students to enter *Russian 300* in the winter term. This course may require more than the standard four to five hours of homework per week. Texts: the same as those of *Russian 200* and fall term of *Russian 300*.

RUSS-300/0 Third Level Russian (a yearlong commitment)

Four class periods. Students will improve conversation and composition skills through work with selected 19th and 20th century short stories and with video materials. A review of problematic areas of grammar is integrated into the course. Work with video and audio materials in the Language Learning Center constitutes an important component of the course. **Prerequisite:** successful completion of *Russian 195* or *Russian 200*.

RUSS-400/1 Fourth Level Russian **RUSS-400/2** **RUSS-400/3**

Four class periods. Further work in conversation and composition. Over the course of the year, there is a transition from texts that are lightly adapted to texts in the original. The focus of materials in the winter and spring terms is the 20th century. The winter term is devoted to a single text; fall and spring terms examine shorter texts and video materials. Work with video and audio materials in the Language Learning Center constitutes an important component of the course. **Prerequisite:** successful completion of *Russian 300*.

RUSS-420/0 Advanced Placement Russian (a yearlong commitment)

Five class periods. The core materials of the course are identical to those used in Fourth Level Russian. In addition, however, one of the five weekly meetings will be devoted to preparation for the newly announced Advanced Placement Russian test. The additional material will be selected to reflect the structure of the AP exam. This course may require more than the standard four to five hours of homework per week. **Prerequisite:** successful completion of *Russian 300* or permission of the department chair.

RUSS-500/1 Fifth Level Russian **RUSS-500/2** **RUSS-500/3**

Four class periods. A central goal of this course is to provide students with an overview of the major themes and developments in the last two centuries of Russian literature. Students will be expected to integrate this knowledge into the base they have acquired in their previous Russian study. At the same time, students will work to improve their ability to diagnose their own language-learning strengths and weaknesses, and, where relevant, to plan their approach to the continued study of Russian at the college level. **Prerequisite:** successful completion of *Russian 400/3* or *Russian 420*.

Spanish

The Spanish department offers a six-year course of study. Students who demonstrate unusual ability and interest during the first year are invited to join an accelerated sequence. The language of the classroom is Spanish, and extensive use is made of the Language Learning Center. Students learn to understand, speak, read, and write the language, and also are given a comprehensive introduction to the literature and culture of Spain and Latin America. To enhance a student's language experience, the opportunity to study in Zaragoza is offered through the School Year Abroad program. Information is available through the SYA program director. Upon completion of any fourth-level course sequence or combination, a student will be prepared to take the AP language exam.

SPAN-100/1 First Level Spanish

Five class periods. This course is designed for those students who have had no previous world language experience. The course emphasizes listening comprehension and the use of basic conversational patterns of Spanish speech. Elementary grammatical and idiomatic structures are introduced, as well as appropriate reading material. Students make extensive use of video materials both in and out of class. Assignments are regularly required in the Language Learning Center. All classwork is conducted in Spanish. (Text: *Destinos*, Van Patten et al.)

SPAN-110/1 First Level Spanish

Five class periods. This course is designed for those students who have had previous experience in Spanish but who are not sufficiently prepared for the second-level course. The course emphasizes listening comprehension and the use of basic conversational patterns of Spanish speech. Elementary grammatical and idiomatic structures are introduced, as well as appropriate reading material. Students make extensive use of video materials both in and out of class. Assignments are regularly required in the Language Learning Center. All classwork is conducted in Spanish. (Text: *Destinos*, Van Patten et al.)

SPAN-110/5 First Level Spanish (T2) (a two-term commitment)

Five class periods. This course is a continuation of the first-level Spanish course for those students not enrolled in *Spanish 120* (Accelerated First Level Spanish). (Text: *Destinos*, Van Patten et al.)

SPAN-120/5 Accelerated First Level Spanish (T2) (a two-term commitment)

Five class periods. Especially competent students will be recommended for this accelerated course at the conclusion of *Spanish 100/1* or *Spanish 110/1*. Superior work in *Spanish 120* enables recommended students to enter *Spanish 220*. *Destinos*, a video-based program, serves as the primary text (see above), and is supplemented with reading selections and proficiency-oriented exercises.

SPAN-200/0 Second Level Spanish (a yearlong commitment)

Five class periods. After a review of the *Destinos* material covered in the first level (lessons 1-26), students complete the program (lessons 27-52). Emphasis is placed on oral practice and control of essential grammar. Writing and reading skills are further developed. Extensive study of Mexico.

SPAN-220/0 Accelerated Second Level Spanish (a yearlong commitment)

Five class periods. This is an accelerated second-year course that develops communicative competence, and provides intensive reading and writing practice. The *Destinos* program is used as a video supplement to written course materials. Students normally must maintain an honors grade to remain in this course. It enables honors students, upon departmental recommendation, to enroll in a fourth-level course. Open to students who have completed *Spanish 120* with distinction and to other qualified students with departmental permission.

SPAN-250 Spanish for the Bilingual (F)

Five class periods. Designed for students with strong oral skills (native or near-native) who have not had any formal training in Spanish grammar. A strong emphasis on writing skills (spelling, grammar, and composition) is supplemented by reading selections from periodicals, newspapers, and works by Spanish and Latin American writers. This course enables students to enroll in *Spanish 220* or *Spanish 300*, at the discretion of the department. **Prerequisite:** interview with the department chair.

SPAN-300/0 Third Level Spanish (a yearlong commitment)

Three class periods. The primary objective of the fall term is to expose students to a challenging and sophisticated literary text, *El Coronel No Tiene Quién le Escriba* (No One Writes to the Colonel), by G. García Márquez, while enforcing

ing their structural skills and communicative competence through a series of grammar, vocabulary, and comprehension exercises based on the novel.

During the winter, students read short stories, testimonies, and poems of diverse Hispanic traditions that explore notions of family, individual and collective identities, and personal and social relationships. These texts also serve as structural and thematic models to various written exercises (a short autobiographical essay, a fictional personal letter, and a significant anecdote) and other class activities.

In the spring, students read *Las Bicicletas Son Para el Verano* (Bicycles Are for Summer) and a play about the Spanish Civil War by a contemporary Spanish playwright, and then perform selected scenes from this work.

ADVANCED COURSES

SPAN-400/1 Current Events and SPAN-400/2 Multimedia Approaches to the Hispanic World

Four class periods.

FALL TERM—Current Events—This term students will expand and refine speaking, reading, and writing skills in Spanish through a focus on current and controversial topics. The class is divided into small groups, each of which has a "director/a" whose role is to stimulate an interesting debate; another student in the group, the "secretario/a," is responsible for taking notes and for presenting an oral summary in the next class meeting. Written skills are practiced and developed through summaries and analyses of current newspaper articles ("*Resúmenes de noticias*"). Grammar structures and new vocabulary related to the topics under discussion are also reviewed on a regular basis and evaluated through short written tests.

WINTER TERM—Spanish and Latin American Film—Through the study and analysis of various films from Spanish-speaking countries, students further develop oral and written proficiency in the language. Representative works from Cuban, Spanish, Dominican, and Mexican cinema serve as instruments to enhance students' knowledge of the complexity and richness of Hispanic cultures. In addition to weekly tests on vocabulary and general comprehension of the films, students will produce an original script and a short video at the end of the term.

SPAN-420/1 Readings in Contemporary
SPAN-420/2 Spanish and Spanish-
SPAN-420/3 American Literature

Four class periods. Each trimester, the class aims to develop all language skills through reading, discussion, oral presentations, and regular writing assignments.

FALL TERM—In the fall, a modern version of the novel *Don Quijote de la Mancha* (1605) is closely examined.

WINTER TERM—In the winter, the focus is on Spanish and Spanish-American drama and the traditional Spanish ballad ("romance").

SPRING TERM—Short stories by contemporary Latin American authors such as Carlos Fuentes, J.L. Borges, Julio Cortázar, G.G. Márquez, Isabel Allende, and others.

SPAN-430 Hispanics in the
(S) United States

This term students will study the historical, social, and cultural development of Hispanics in the United States, paying special attention to the three predominant groups: Chicanos or Mexican-Americans, Puerto Ricans or Neoricans, and Cuban-Americans. We will explore key issues affecting Hispanic communities, such as cultural stereotypes, individual and collective identity, bilingualism, and political and social struggles, through the analysis of literacy texts and other cultural productions (film, art, music, theater).

SPAN-500/1 Current Issues in the
Spanish-Speaking World

Three class periods. Current articles from periodicals of the Hispanic world—similar in content and format to *Time* magazine—provide the context for the review and practice of the more complex structures of the language and for vocabulary expansion. In addition to writing assignments based on the articles, students are evaluated on their aural comprehension and oral proficiency *once a week* in the Language Learning Center. In the last two weeks of the term, the focus shifts to a contemporary film from Spain or Latin America as a basis for (a) the mastery of colloquial speech patterns and current idiomatic expressions, and (b) the analysis of social and/or political issues in the Spanish-speaking world.

SPAN-500/2 Film and Narrative

Four class periods. Through a series of short stories, films, videotaped scenes, and a novel, this course focuses on childhood perceptions of the adult world in different areas of the Hispanic world. The universal aspects of childhood—those that transcend cultural or geographical boundaries—and those experiences that stem from specific child-raising practices or societal attitudes toward the child are explored through a series of analytical and creative writing assignments. Role playing and oral/aural exercises in the Language Learning Center complement these assignments. **Prerequisite:** enrollment in the fall trimester of *Spanish 500*, or permission of the chair of the Spanish department.

SPAN-520/0 Advanced Placement
Course in Literature
(a yearlong commitment)

Four class periods. This course emphasizes discussion and analysis of literary works in the classroom and frequent written assignments. It prepares the student for the AP examination in Spanish literature. This course may require more than the standard four to five hours per week of homework. Students are expected to take the AP literature exam in May.

SPAN-530 Advanced Spanish
(S) Language in the
Lawrence Community

In partnership with the schools of neighboring Lawrence, this course focuses on the reading and writing skills of younger students living in a bilingual, bicultural world. Phillips Academy students meet three times per week—once in Lawrence for one-hour tutoring sessions, and twice on campus to prepare their lesson plans and grade their tutees' homework. A research paper is required. Limited enrollment. **Prerequisite:** enrollment in a fifth-level Spanish course in the previous two trimesters, or permission of the department chair.

See also *Latin American Studies (HIST-SS535)*, listed under History and Social Sciences.



